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379.154 Plan for
M4nsove vocational
1991 education in
accordance with
P.L. 101-392, The
Carl D. Perkins



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COMMISSIONER OF HIGHER EDUCATION

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MEMORANDUM

TO: Eligible Recipients of Carl D. Perkins Vocational and Applied Technology Education Act (P.L.101-392) funds and other interested members of the public

FROM: Brady J. Vardemann, State Director of Vocational Education *Brady J. Vardemann*
Jim Whealon, Director of K-12 Vocational Education *Jim Whealon*
Jim Fitzpatrick, Executive Director, Montana Council on Vocational Education *Jim Fitzpatrick*

DATE: March 25, 1991

SUBJ: Enclosed DRAFT "Montana State Plan for Vocational Education in Accordance with P.L. 101-392" for program years 1992 - 1994

This draft of Montana's State Plan is presented for your review, suggestions and comments. It incorporates the work of the Plan Development Group, which consists of staff from the Office of the Commissioner of Higher Education, the Office of Public Instruction, and the Montana Council on Vocational Education. This group was assisted in the development of state standards for measures of performance and program effectiveness by the Montana Committee of Practitioners, whose members were selected from nominations submitted by the field of vocational education service providers and users in Montana. It reflects our best understanding of the newly reauthorized Perkins Act and of the requirements that State and local eligible recipients must meet in order to comply with federal statutes. The draft Plan was developed in accordance with the timelines established by the Act and must be submitted to the U.S. Department of Education by May 1, 1991. It was developed without the benefit of implementing federal regulations, which are not expected to be issued until June of 1991. It will, therefore, undoubtedly be amended within the next six months.

The draft will be the subject of three public hearings in April. These hearings will be held on the following dates at these locations:

April 22, 1991	10:00 a.m.	Missoula Vocational-Technical Center
April 23, 1991	10:00 a.m.	Great Falls Vocational-Technical Center
April 25, 1991	1:00 p.m.	Dawson Community College, Glendive

You are encouraged to attend any or all of these meetings to provide your input to the draft State Plan, or to submit your comments in writing by April 25, 1991, to Ms. Sib Clack, Director of Federal Vocational Grants, Office of the Commissioner of Higher Education, 33 South Last Chance Gulch, Helena, MT 59620.

Thank you for your consideration and participation in the review process.

MONTANA
STATE PLAN FOR VOCATIONAL EDUCATION
IN ACCORDANCE WITH P.L. 101-392
THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990

PROGRAM YEARS 1992 - 1994
(July 1, 1991 - June 30, 1994)

April, 1991

Montana Board of Regents of Higher Education
Office of the Commissioner of Higher Education
33 South Last Chance Gulch
Helena, MT 59620-2602

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SECTION B: ASSURANCES
FOR THE USE OF P.L. 101-392 FUNDS
BY MONTANA

We hereby provide the following assurances:

1. The State Board will comply with the requirements of P.L. 101-392 in Titles I, II, V and those Parts of Title III that are funded by Congress and, where necessary, describes within the body of this State Plan the manner in which the State board and Montana's eligible recipients will comply with those requirements;
2. The State board will develop measurable goals and accounting measures for meeting the needs of individuals who are members of special populations;
3. The State board will conduct adequate monitoring of programs conducted by eligible recipients to ensure that programs within the State are meeting the goals for meeting the needs of individuals who are members of special populations;
4. The provisions of section 118 of P.L. 101-392 concerning criteria for services and activities for individuals who are members of special populations will be required of all recipients of funds under the Act;
5. Consistent with the number and location of individuals who are members of special populations who are enrolled in private secondary schools, provision must be made for the participation of such individuals in the vocational education programs assisted under section 231 concerning distribution of funds to secondary school programs;
6. The State will comply with the provisions of section 102 and will distribute to eligible recipients not less than 75% of the funds made available to Montana under Title II;
7. The State Board will develop, in consultation with the Montana Council on Vocational Education, the Montana Committee of Practitioners, and the Office of Public Instruction, a system of standards for performance and measures of performance for vocational education programs at the State level that meets the requirements of section 115 and will implement that system by no later than September 25, 1992;
8. The State will emphasize assisting individuals with the greatest financial need and will give special consideration to displaced homemakers who because of divorce, separation, or the death or disability of a spouse must prepare for paid employment when distributing the funds available under section 221;
9. The State will furnish relevant training and vocational education activities to men and women who desire to enter occupations that are not traditionally associated with their gender, including use of funds available under section 222;
10. Programs of personnel development and curriculum development shall be funded in accordance with the goals of the State Plan from the funds set aside for State leadership activities under section 201(b);

11. The vocational education needs of identifiable segments of Montana's population that have the highest rates of unemployment have been thoroughly assessed. Those needs are addressed in the State Plan in Section F;
12. The State Board will cooperate with the Montana Council on Vocational Education in developing and implementing the State Plan;
13. None of the funds expended under P.L. 101-392 will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such organization;
14. State and local funds will be used in the schools of each local educational agency that are receiving P.L. 101-392 funds to provide services which, taken as a whole, are at least comparable to services being provided in schools in such agency which are not receiving such funds;
15. The State will provide leadership, supervision, and resources for comprehensive career guidance, vocational counseling, and placement programs and will annually assess and report on the degree to which expenditures aggregated within the State for career guidance and vocational counseling from allotments under Title II are not less than such expenditures within the State in fiscal year 1988;
16. The State will provide for such fiscal control and fund accounting procedures as may be necessary to assure the proper disbursement of, and accounting for, Federal funds paid to the State (including such funds paid by the State to eligible recipients under P.L. 101-392);
17. Funds made available under Title II shall be used to supplement, and to the extent practicable increase the amount of State and local funds that would in the absence of such federal funds be made available for the uses specified in the application, and in no case supplant such State or local funds;
18. The State did not take into consideration payments under P.L. 101-392 in determining, for any educational agency or institution in Montana, the eligibility for State aid, or the amount of State aid, with respect to public education within Montana.

William L. Mathers, Chairman
Montana Board of Regents of Higher Education

Date

John M. Hutchinson
Commissioner of Higher Education

Date

SECTION C: ADMINISTRATION

1. Administrative Provisions

The Montana Constitution has vested the government and control of the Montana University System in the Montana Board of Regents of Higher Education, which has the full power, responsibility, and authority to supervise, coordinate, manage and control the Montana University System and other public education institutions assigned by law. (Article X, Section 9) The Montana University System includes six colleges and universities. Other public educational institutions over which the Board of Regents has been assigned supervisory or coordination responsibilities are the three public community colleges and the five vocational-technical centers.

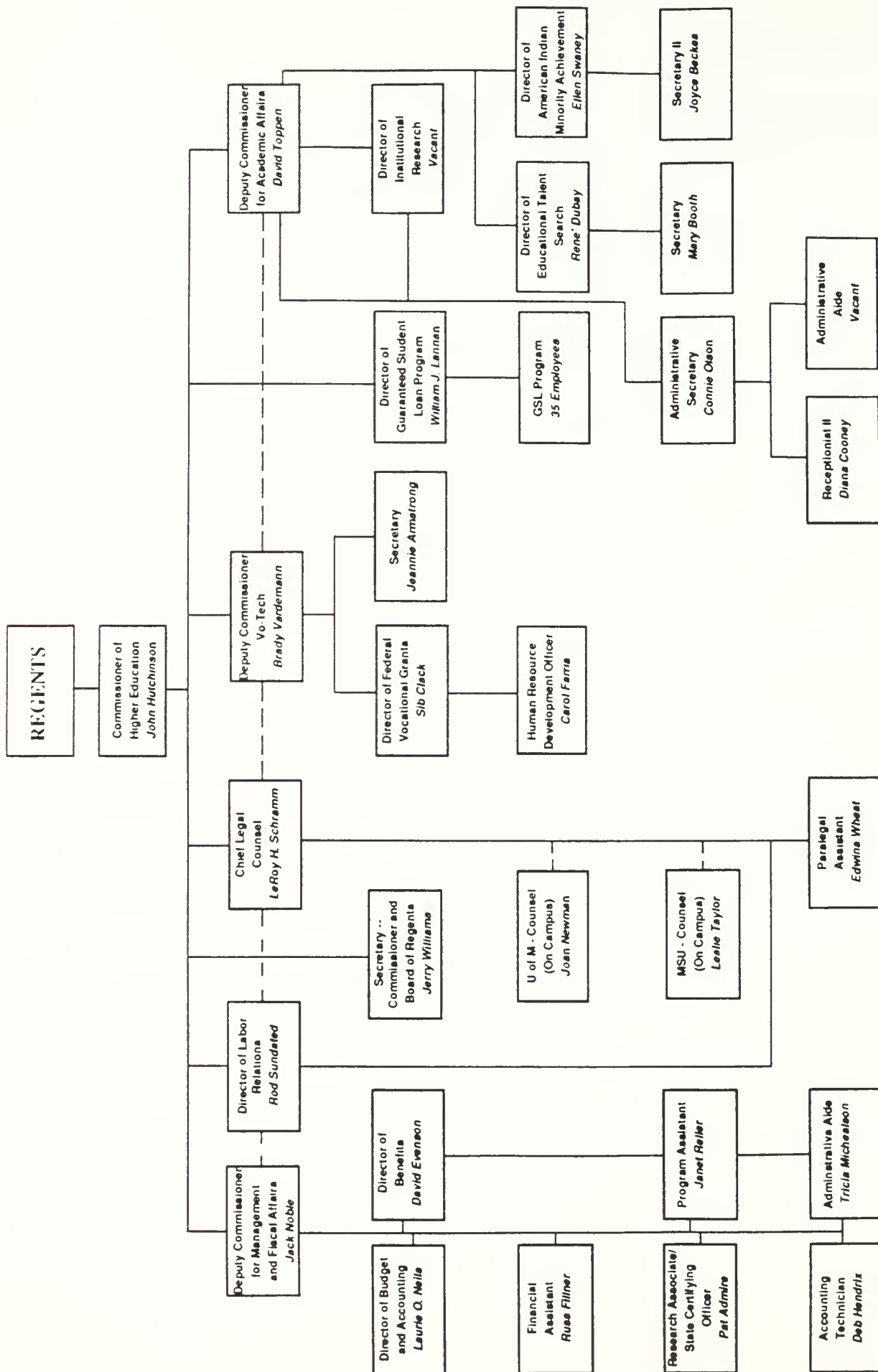
The Commissioner of Higher Education serves as the executive officer of the Board of Regents and is responsible for the efficiency and improvement of the Montana systems of public higher education. The commissioner has the powers necessary to execute the duties and responsibilities placed on his office by the Board of Regents.

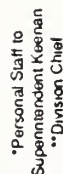
The Board of Regents (the State Board for Vocational Education in accordance with P.L. 101-392), through the Commissioner of Higher Education, employs a sufficient number of qualified staff to develop and implement the State Plan and to assure compliance with appropriate federal and state statutes, rules, and regulations. Vocational-Technical Education is administered by professional and support staff consisting of the Deputy Commissioner for Vocational-Technical Education, the Director of Federal Vocational Grants, the Gender Equity Coordinator required by section 111(b)(1), and appropriate secretarial and financial support staff. Additional administrative support is provided by the Chief Legal Counsel and the Personnel Officer of the Board. The Deputy Commissioner for Vocational-Technical Education is the State Director of Vocational Education for the purposes of P.L. 101-392. The Deputy Commissioner is responsible for programmatic and service areas at the postsecondary level (with the exception of gender equity for which the Gender Equity Coordinator is responsible). Review of proposals for use of Perkins funds, Perkins performance reviews, and civil rights compliance monitoring activities required by the Office of Civil Rights of the U.S. Department of Education are performed by the appropriate staff of the Deputy Commissioner. The organizational chart on page 8 shows the relationship of the positions involved for state administration and postsecondary supervision.

2. Delegation of Functions

In accordance with section 111(a)(2) of P.L. 101-392 and with section 20-16-102(2) of Montana state law, the State Board contracts with the Superintendent of Public Instruction for the administration and supervision of K-12 vocational education programs, services, and activities in concert with the State Plan. These administrative and supervisory services include review of secondary level proposals for the use of Perkins funds, administrative management of projects funded at the

OFFICE OF THE COMMISSIONER OF HIGHER EDUCATION





secondary level, Perkins performance reviews, and civil rights monitoring activities required by the Office of Civil Rights of the U.S. Department of Education. A copy of the contract is included in Appendix B of this Plan. The current contract expires June 30, 1992, and will be renegotiated to cover the last two years of this Plan. It will be included in the progress report addressed in section 5 below. The organizational chart for the Office of Public Instruction appears on page 9 and indicates the individuals responsible for various secondary level programmatic and service areas.

3. Prompt and Efficient Administration of Funded Programs

The staffs of the State Board and of the Office of Public Instruction shall use the following schedules in the review of proposals, the funding of programs, the evaluation of completed projects, and the monitoring of performance of funded eligible recipients. Funds are requested by the eligible recipients quarterly and disbursed by the State agencies monthly.

DATE	ACTIVITY
January, 1991	State agencies issue: Local Application Formats; RFP's for Gender Equity, SP/DH/SPW, CBO, CHE, TECH-PREP, State leadership categories of Personnel Development, Curriculum Development and Optional Uses; request for Plan from two state corrections educational agencies.
March 1, 1991	Deadline for submission of local applications, and proposals for all other program year 1992 funds.
March 4 - April 26, 1991	State staff review local applications according to criteria in the State Plan. State convenes readers to rate proposals submitted in response to RFP's. State prepares listing of funded applications and program year 1992 proposals.
May 1, 1991	State issues notifications of local application approval and competitively funded program year 1992 proposals.
June 14, 1991	State offices issue approved budgets for program year 1992 local applications and annual projects, disbursement request forms, and reporting forms to funded eligible recipients.
July 1, 1991	Program year 1992 begins.
August 31, 1991	Final deadline for final expenditure and narrative reports for program year 1991.
September - November, 1991	State staffs conduct performance reviews on 20% of program year 1991 participating eligible recipients.

DATE	ACTIVITY
November, 1991	State agencies issue: program year 1993 RFP's for Gender Equity, SP/DH/SPW, State leadership, CBO, CHE categories; request for Plan from state corrections educational agencies.
December 30, 1991	State submits Annual Performance Report for Program Year 1991 to OVAE of the U.S. Department of Education.
March 2, 1992	Deadline for submission of program year 1993 proposals for Gender Equity, SP/DH/SPW, State leadership, CBO, CHE and Corrections Plans.
April, 1992	State convenes readers to rate proposals submitted in response to RFP's. State prepares listing of funded projects for program year 1993.
May 1, 1992	State issues notifications of competitively funded program year 1993 projects.
June 15, 1992	State issues approved program year 1993 budgets, disbursement request forms, and reporting forms to funded eligible recipients.
July 1, 1992	Program year 1993 begins.
August 31, 1992	Final deadline for final expenditure and narrative reports for all program year 1992 local applications and funded projects.
	Deadline for submission of amendments to local applications based on first year evaluations of progress.
September - November, 1992	State staffs conduct performance reviews of 20% of program year 1992 participating eligible recipients.
November, 1992	State agencies issue: program year 1994 RFP's for Gender Equity, SP/DH/SPW, State leadership, CBO, CHE categories; request for Plan from state corrections educational agencies.
December 30, 1992	State submits Annual Performance Report for Program year 1992 to OVAE of the U.S. Department of Education.
March 1, 1993	Deadline for submission of program year 1994 proposals for Gender Equity, SP/DH/SPW, State leadership, CBO, CHE and Corrections Plans.
April, 1993	State convenes readers to rate proposals submitted in response to RFP's. State prepares listing of funded projects for program year 1994.

DATE	ACTIVITY
May 1, 1993	State issues notifications of competitively funded program year 1994 projects.
June 15, 1993	State issues approved program year 1994 budgets, disbursement request forms, and reporting forms to funded eligible recipients.
July 1, 1993	Program year 1994 begins.
August 31, 1993	Final deadline for final expenditure and narrative reports for all program year 1993 local applications and funded projects.
	Deadline for submission of amendments of local applications based on second year evaluations of progress.
September - November, 1993	State staffs conduct performance reviews of 20% of program year 1993 participating eligible recipients.
November, 1993	State agencies issue: program year 1995 RFP's for Gender Equity, SP/DH/SPW, State leadership, CBO, CHE categories; request for Plan from state corrections educational agencies in accordance with the proposed State Plan for program years 1995-1996.
December 30, 1993	State submits Annual Performance Report for Program year 1993 to OVAE of the U.S. Department of Education.
March 1, 1994	Deadline for submission of program year 1995 proposals for Gender Equity, SP/DH/SPW, State leadership, CBO, CHE and Corrections Plans.
April, 1994	State convenes readers to rate proposals submitted in response to RFP's. State prepares listing of funded projects for program year 1995.
	State submits proposed State Plan for program years 1995-1996 to OVAE of the U.S. Department of Education.
May 1, 1994	State issues notifications of competitively funded program year 1995 projects.
June 15, 1994	State issues approved program year 1995 budgets, disbursement request forms, and reporting forms to funded eligible recipients.
June 30, 1994	Program year 1994 ends and State Plan expires.
	Montana will implement its initial standards and measures of performance in program year 1992. Those standards will be subject to refinement

following review by the State agencies and the Committee of Practitioners of the state's first year of experience with the standards. Funded local application recipients will, therefore, be required to assess their progress in meeting those standards "not less than one year after the implementation" of those standards -- i.e., at the end of program year 1992. If they are not making substantial progress (as defined in the State Plan) in meeting those standards, a local improvement plan must be implemented for program year 1993. According to section 117(c), the State agencies will not become involved in establishing a joint improvement plan with the eligible recipient until the local improvement plan has been in place for a year, or not until the end of program year 1993. The joint plan would be implemented in program year 1994 at the earliest.

4. Performance and Civil Rights Monitoring of Recipients

In order to adequately monitor programs conducted by eligible recipients to ensure that such programs within the State are meeting the intent of P.L. 101-392, the state staffs will carry out performance reviews of 20% of the participating eligible recipient agencies of the previous program year in the fall of each program year, e.g., reviews of program year 1992 activities that end on June 30, 1992, will be conducted in the fall of 1992. These reviews will include: verification of special populations data reported in annual reports submitted by LEA's and postsecondary education institutions in relation to their three-year local allocation plans; review of subrecipient documentation of services provided in accordance with the terms of the approved local application or one-year grant proposal; verification of evaluation criteria in terms of congruency with statewide core standards and measures of performance; review of fiscal documentation; and examination of equipment and inventory control.

34 CFR, Part 100, Appendix B requires state agencies responsible for vocational education to monitor vocational education service providers that receive federal assistance from the U.S. Department of Education for compliance with the "Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap." This responsibility includes conducting periodic compliance reviews, providing technical assistance, and annually reporting activities and findings.

These responsibilities are conducted for postsecondary education agencies by the staff of the sole state agency and are delegated to the Office of Public Instruction for secondary schools and agencies. Compliance monitoring activities are conducted in accordance with the "Methods of Administration" dated 1988 and approved by the U.S. Department of Education in September of 1989. The monitoring schedule is designed so that every vocational education service provider that receives financial support from the U.S. Department of Education will be reviewed a minimum of once in five years and 25% of those providers will receive a thorough on-site compliance review in the same time period.

5. Plans for Reporting Progress in Achieving Goals of the State Plan

The State of Montana will report progress in achieving the goals of the approved "Montana State Plan for Vocational Education for Program Years 1992-1994" according to whatever requirements are promulgated by the U.S. Department of Education through regulation.

SECTION D. PARTICIPATORY PLANNING AND APPEALS PROCESS

1. Participatory Planning

The development of the Montana State Plan for Program Years 1991 - 1994 is the legal responsibility of the State Board, acting in consultation with the Montana Council on Vocational Education (MCOVE). The development of the Plan was carried out by the Plan Development Group, which consists of appropriate staff of the Montana Board of Regents of Higher Education, the Executive Director of MCOVE, and appropriate staff of the Office of Public Instruction (to which secondary level administrative responsibilities have been delegated according to the terms described in Section C(2) of this Plan). The Montana Committee of Practitioners provided substantive input to the development of "Montana's Initial Core Standards and Measures of Performance" (see Section H of this Plan).

Due to the fact that there was less than seven months between passage of P.L. 101-392 and the initial State Plan submission date of May 1, 1991 (including a one-month period for draft Plan review by the field prior to the public hearings), the Plan Development Group: reviewed documents of other relevant federal programs; attended regional meetings conducted for the purpose of providing state input to the development of federal regulations for the Act and for the U.S. Department of Education to provide preliminary technical assistance to the states; developed working papers for group discussion. The Plan was drafted with input from the Committee of Practitioners and from the public in three hearings.

At the local level, each applicant for section 231 and 232 funds must include a description of the methods used during the development of the local application to ensure participation of teachers of vocational education and related academic subjects (including prevocational teachers); counselors; adult vocational educators (including apprenticeship instructors/coordinators); advisory committees; student vocational organizations; and concerned area residents. Documentation of this participation must be included with the application.

The applicant must provide evidence of coordination with JTPA service providers to avoid duplication, and to expand the range and accessibility, of vocational education services. The applicant also must show coordination of services with relevant community-based organizations within the applicant's service area.

In addition, the applicant must describe the methods used to coordinate vocational education planning for individuals with handicaps among appropriate representatives of vocational education, special education, and State vocational rehabilitation agencies. Documentation of coordination must be included with the application.

Each applicant also must include documentation of development of vocational education programs in consultation with parents and students of each of the five special populations.

Refer to **Appendix K** of this Plan for a copy of the Local Application Format that includes these requirements.

2. Public Hearings

Three public hearings were held in April: two in the more heavily populated western part of the state; and one in the more sparsely populated eastern part of the state. Hearings were held on the following dates at the listed locations.

April 22, 1991	10:00 a.m.	Missoula Vocational-Technical Center
April 23, 1991	10:00 a.m.	Great Falls Vocational-Technical Center
April 25, 1991	1:00 p.m.	Dawson Community College, Glendive

Draft copies of the Plan were distributed three weeks in advance of the first scheduled public hearing to: the State Board; the Montana Council on Vocational Education; each LEA and postsecondary education agency and all involved community-based organizations in the State; the individuals responsible for ESEA chapter 1, LEP, EHA, Vocational Rehabilitation, apprenticeship, and adult education; the State Library; the JTCC; the Governor; the 52nd Montana Legislature; and to the general public on request. The comments from the public hearings and State board responses are contained in Appendix D of this Plan.

3. Appeals Process

There are two levels of appeals available to citizens of Montana concerning state and local decisions that affect their interests in the character of vocational education programs assisted with P.L. 101-392 funds. One level of appeal relates to development of the Perkins local application by the LEA. The other level of appeal concerns state decisions concerning the acceptability and/or funding of the local applications or competitively-awarded grants in accordance with the terms of the Act and the State Plan.

1. Local decisions concerning the prioritization of how Perkins allocations will be spent by an LEA as documented in its local application may be appealed to the county superintendent of schools by parents, students, teachers and/or concerned area residents through the controversy appeals and hearings process described in state law in section 20-3-210, MCA. (NOTE: This appeal procedure in regard to the development of the local application by the LEA does not apply to, nor in any way substitute for, the due process provisions specified in the "Administrative Rules of Montana" in sections 10.16.2401 through 10.16.2417 relating to the education of an individual handicapped child.) The county superintendent's decision may be appealed to the superintendent of public instruction according to the provisions of section 20-3-107, MCA. (See Appendix O of this Plan for copies of these Montana Code Annotated sections.)
2. State implementation of P.L. 101-392 through staff decisions concerning the acceptability of any local application or portion of such application or denial of funding may be appealed to the State board through Montana Board of Regents of Higher Education Policy 203.5.2. (See Appendix O of this Plan for a copy of this policy.) For the purposes of appealing state staff decisions on the denial of

funding of a local application or portion thereof, the decision of the Deputy Commissioner for Vocational-Technical Education, who functions as Montana's State Director of Vocational Education under P.L. 101-392, shall be considered the equivalent of a decision reached by a campus director or president under this policy.

The process to be followed in appealing state level funding decisions to the Deputy Commissioner for Vocational-Technical Education is as follows:

1. A request for an appeal hearing must be filed by the eligible recipient or community-based organization within 10 days of the receipt of a denial of funding notification from the Office of Public Instruction (secondary level local applications), or from the Office of the Commissioner of Higher Education (higher education local applications).
2. A hearing before the Deputy Commissioner for Vocational-Technical Education must be conducted within 30 days of the receipt of a request for hearing from an eligible recipient or community-based organization.
3. The Deputy Commissioner for Vocational-Technical Education shall issue the decision reached as the result of the hearing within two working days of the hearing.

An appeal of the Deputy Commissioner's decision must follow Board of Regents policy 203.5.2 as shown in Appendix O.

State board decisions may be appealed through the appropriate federal court.

SECTION E: STATE ASSESSMENT OF VOCATIONAL AND VOCATIONAL-TECHNICAL EDUCATION QUALITY

All secondary school vocational education programs are subject to the quality controls inherent in program accreditation by the Board of Public Education and program-specific approval by the Office of Public Instruction (OPI). Schools may be accredited regionally by the Northwest Association of Schools and Colleges and in Montana by the Board of Public Education. Board accreditation is required in order to receive state funds for support of public education. OPI vocational education program approval is required to receive additional state funds in specific support of vocational education. Perkins funds may be used to improve vocational education programs in Board accredited schools in order to achieve OPI program approval.

Vocational-technical education programs at the postsecondary level are regionally accredited by the Northwest Association of Schools and Colleges. All educational institutions under the management or quality control provisions of the Montana Board of Regents of Higher Education must obtain program approval from the Board prior to offering vocational-technical education. Perkins funds may only be used to improve Board approved programs in these agencies subject to Board supervision. Montana's seven tribal colleges are not subject to Board supervision.

1. Assessment Procedures

In order to achieve compliance with section 116 of P.L. 101-392, two levels of assessment were used: (1) a statewide self-assessment requirement was established for all eligible recipients wishing to use their formula-allocated funds; and (2) an on-site external assessment of vocational education programs of twenty-one secondary schools was reviewed.

Each applicant for section 231 and 232 funds had to submit a "Self-Assessment of Vocational Education" evaluation form for EACH vocational education operated by the secondary level applicant agency. The "Self-Assessment of Quality of Vocational-Technical Programs" had to be submitted for EACH postsecondary vocational program operated by the higher education applicant agencies. The self-assessments, which incorporate all provisions of section 116 of P.L. 101-392, were submitted to the state offices by March 1, 1991. (See Appendix K for copies of the program quality assessment forms used by secondary and postsecondary applicants.) Additional assessments of the needs of the five special populations present in the student body of the applicant had to be submitted in addition to the program assessments. No specific formats or requirements for special population needs assessments were established by the State board.

The vocational education programs of twenty-one secondary schools were evaluated by staff of the Office of Public Instruction beginning in September of 1990 as part of the on-going program review activities of the Vocational Education Section of the Division of Curriculum Services. The needs identified for program improvement were used to supplement the findings of the self-assessments conducted by the 101 LEA's out of 168 that chose to seek Title II, Part C Perkins funds.

The assessments of vocational education program quality were summarized by March 20, 1991, to provide the statewide assessment of vocational and vocational-technical education described in the following section of this Plan.

2. Assessment Results/Needs Identified by Assessment

The on-site sample of twenty-one secondary schools produced the following common vocational education program improvement needs:

- o Curriculum updates to incorporate emerging technologies and competency-based instruction;
- o Equipment updates, particularly in regard to computer applications;
- o Inclusion of vocational student organizations as an integral part of the vocational program;
- o Expansion of career guidance and vocational counseling; and
- o Collection and use of student and employer followup information to improve offerings.

The self-assessments revealed some common needs across all programs:

- o Articulation linkages with post-secondary vocational education;
- o Inclusion of vocational student organizations as an integral part of the vocational program; and

- o Collection and use of student and employer followup information to improve vocational offerings.

There were variations in specific improvement needs of individual secondary vocational programs, which will be addressed within the local applications depending on the concentration of special populations enrollments in those programs.

Postsecondary vocational-technical programs were assessed for quality through use of the self-assessment questionnaire, which included a question designed to identify whether an external accrediting agency had approved the program in question. Those self-assessments revealed the following needs:

- o Articulation with secondary vocational programs;
- o Collection and use of adequate job placement data and employer followup to improve vocational-technical offerings;
- o Provision of professional development opportunities for faculty; and
- o Increased fostering of industry partnerships.

With the exception of the tribal colleges, the majority of higher education agencies have had difficulty identifying and establishing the needs of the LEP special population apart from those generally identified as educationally disadvantaged. This may well represent a self-selection enrollment factor.

3. Planned Use of Perkins Funds to Address Identified Needs - Montana's Goals

Based on these assessments of program quality in vocational education in Montana at the secondary and postsecondary levels, the following state goals for use of Perkins funds are established.

1. Local applications that address program improvement for those vocational programs needing the most improvement as established by the required assessments of program quality, AND which serve the highest concentrations of special populations will be funded.

Objective: Provide technical assistance to each eligible recipient submitting a complete local application so that the local application may be appropriately modified, if necessary, to adequately address the requirements of P.L. 101-392 to allow funding.

Activities: By May 1, 1991, the staff of the Office of the Commissioner of Higher Education will provide technical assistance on the local applications of thirteen eligible recipients who have submitted local applications for Title II, Part C funds.

By May 1, 1991, the staff of the Office of Public Instruction will provide technical assistance on the 101 local applications of secondary eligible recipients who have submitted local applications for Title II, Part C funds.

2. The State will foster the development of articulation agreements between secondary and postsecondary vocational programs.

Objective: The State will grant its entire Title III, Part E allocation to support articulation efforts in Montana through implementation of Tech-Prep programs.

Activities: By May 1, 1991, the highest ranked Tech-Prep proposals will be funded for the required three-year program period.

3. The State will encourage the collection and use of adequate student and employer followup to improve vocational offerings at both the secondary and postsecondary levels.

Objective: The State will provide technical assistance to those secondary and postsecondary eligible recipients with inadequate followup data collection systems for student and employer followup and will advise all secondary and postsecondary eligible recipients on the use of such data to improve programs.

Activities: In program years 1992 through 1994, the staff of the Commissioner of Higher Education and the Office of Public Instruction will provide technical assistance to eligible recipients to collect and use student and employer followup information to improve vocational offerings. Technical assistance will be provided on a case-by-case basis and during four Technical Assistance meetings to be held in program year 1992 and at least two such meetings in the subsequent years.

4. The State shall provide leadership, supervision, and resources for comprehensive career guidance and vocational counseling services at the secondary and postsecondary levels.

Objective: The State will provide technical assistance and relevant resource materials to eligible recipients to encourage improvement and expansion of career guidance and vocational counseling services to secondary and postsecondary students.

Activities: Technical assistance will be provided through specific on-site program reviews of twenty percent of the eligible recipients each program year; individual inquires; and through dissemination of relevant resource materials, including NOICC and SOICC data.

Status on goal attainment will be reported annually in Montana's Annual Performance Report.

SECTION F: SPECIAL POPULATIONS

1. Description of Needs/Responsiveness of Programs to Those Needs

Each applicant for Title II funds is required to assess the vocational education needs of its students who are members of the special populations targeted in P.L. 101-392. Those assessments form the basis for addressing such needs through the use of Perkins and other funds. Review of the local applications submitted in March, 1991, revealed the presence of three levels of awareness about the changed emphasis of the reauthorized Perkins Act in regard to the five special population groups. (1) There were those eligible recipients that followed the local application directions and assessed, or planned to assess, the vocational education and related needs of each of the five special populations represented in their student bodies. (2) There were those eligible recipients that appeared to maintain the mind set of P.L. 98-524 and assume that they had the option to report and assess the needs of either the disadvantaged or handicapped students, but did not relate to the other special populations as requiring assessment and response. (3) And, there were some eligible recipients who did not heed the special population assessment and plan requirements at all.

Whether the special population students' needs were adequately addressed in the local applications was assessed through examination of a representative sample by those individuals in the SEA who are charged with responsibility for supervising services provided to: disadvantaged students (ESEA Chapter 1 Coordinator); handicapped students (Special Education Coordinator); and limited English proficient students (Bilingual/Migrant/Refugee Coordinator). The Gender Equity Coordinator of the State Board assessed all local applications at both the secondary and higher education levels. There is no individual in the SEA or the State board who is specifically designated to oversee provision of vocational education to correctional populations. No application, whether sampled or not, was approved for funding unless it addressed the vocational education needs of the special population students in the eligible recipient in a manner adjudged to be adequately responsive to those needs. Applications that were not considered responsive to those needs had to be sufficiently altered to address the needs before funding approval was given.

The vocational education and related needs of each of the student population groups present in the eligible recipients sampled are summarized in **Appendix P**.

2. Inadequacy of P.L. 101-392 to address section 113(b)(16)

Section 113(b)(16) requires that the State Plan provide assurances that the vocational education needs of identifiable segments of the population in the State that have the highest rates of unemployment have been thoroughly assessed, and that such needs are reflected in and addressed by the State Plan.

In Montana, the identifiable segment of the population in the State that has the highest rates of unemployment are the American Indian residents of the seven reservations in Montana. (See **Appendix C** of this Plan)

Due to the excessively high minimum grant fundable under the section 232 formula allocation (\$50,000 minimum), the failure of the law to provide waiver criteria comparable to those provided for secondary level eligible recipients, and to the relatively low numbers of American Indian students compared to total state postsecondary vocational-technical student enrollments, three of the seven tribally controlled community colleges in Montana were excluded from access to section 232 funds. The state cannot, therefore, direct the Perkins funds to those citizens with arguably the greatest need for vocational-technical education opportunities. (See Section G(4) of this Plan for further elaboration of this issue.)

3. Criteria for Services and Activities for Special Populations

The assurances required of the State board by section 118 of P.L. 101-392 are summarized in Section B of this Plan. All eligible recipients and community-based organizations seeking Perkins funds must provide signed assurances that they will comply with the provisions of section 118. The local applications must include descriptions of the needs of the special population students and how the local application will address those needs. (See Appendices K and L of this Plan.)

Secondary school students who are handicapped must receive services in the least restrictive environment in accordance with section 612(5)(B) of the Education of the Handicapped Act. Individualized education plans (IEP's) are developed in consultation with parents and special education educators for all such students and include vocational education components whenever indicated by the student's needs. The LEA's are required to afford those students the rights and protections guaranteed under sections 612, 614, and 615 of the EHA. Information concerning the opportunities available in vocational education, as well as the requirements for enrollment, courses and special services available, employment opportunities and placement are provided to students and parents by LEA's at least one year before the grade level in which vocational programs are generally first available in the state. The same information is provided by postsecondary education institutions prior to admission or on request.

Postsecondary school students who are not eligible for EHA programs and who choose to identify themselves as handicapped will be provided services in accordance with section 504 of the Rehabilitation Act of 1973.

The requirements of P.L. 101-392 relating to individuals who are members of special populations will be carried out under the general supervision of individuals in the SEA who are responsible for students who are members of special populations. These individuals will be the occupants of the following positions in the the Office of Public Instruction, the SEA:

ESEA Chapter 1 Coordinator	Disadvantaged students
Special Education Director	Handicapped students
Bilingual/Migrant/Refugee Coordinator	LEP students

The Vocational Education Specialists in the Division of Curriculum Assistance of the Office of Public Instruction provide vocational education technical assistance to the two correctional institutions in Montana that are accredited as LEA's -- the juvenile male and juvenile female facilities operated by the Montana Department of Family Services.

Responsibility for vocational education in other correctional institutions operated by the State resides with the Montana Department of Institutions. Neither the SEA nor the State Board has programmatic responsibility for those offerings, but staff of both agencies provide technical assistance when requested. Perkins funding of vocational education in correctional facilities is dependent on the adjudged quality and appropriateness of the Plans submitted by either or both the Department of Institutions or the Department of Family Services in accordance with section 225 of the Act.

At the postsecondary level, there are no individuals employed by the State Board who are specifically designated as responsible for disadvantaged, handicapped, LEP or correctional populations. The Gender Equity Coordinator functions as the individual responsible for working with vocational educators and service providers to foster gender equity in vocational education at all levels throughout the state. Every agency providing vocational education and receiving financial assistance from the U.S. Department of Education must designate an individual within the agency who is the Title IX and section 504 coordinator in accordance with 34 CFR, Part 100, Appendix B. Compliance with this requirement is routinely monitored as described in Section C(4) of this Plan.

4. State Monitoring of Services for Special Populations

There will be annual monitoring of services provided to students who are members of the special populations through the "twenty percent" performance reviews. These reviews will be conducted annually on 20% of the participating eligible recipients and funded community-based organizations and will include review of all previous year projects. (See Section C(4) of this Plan for details.)

The provision of vocational education to each student with handicaps is routinely monitored to determine if such education is consistent with the student's IEP. This monitoring is performed by personnel of the Division of Special Education of the Office of Public Instruction under the provisions of the Individuals with Disabilities Education Act of 1990 (IDEA).

The provision of services for non-traditional students at the secondary school level will be monitored by the Gender Equity Coordinator of the State board in coordination with appropriate staff in the Office of Public Instruction. The Gender Equity Coordinator will monitor the provision of services assisted with Perkins funds under sections 221 and 222 of the Act.

The provision of vocational education will be monitored to ensure that disadvantaged students and students of limited English proficiency have access to vocational education in the most integrated setting possible within their school districts. Such monitoring will be part of the performance monitoring described in Section C(4) of this Plan.

5. Provisions for Special Populations in Private Secondary Schools

Each LEA submitting an application for Title II funds must include within the application a description of its provisions for ensuring participation in vocational education programs by members of each of the five special

populations who are enrolled in private secondary schools within the boundaries of the eligible recipient. If the private secondary schools do not provide vocational education, the LEA is to provide opportunities for private school students to be included in vocational education offerings of the LEA. The LEA is not obliged to share any public funds with the private schools to assist in their independent provision of vocational education. The funded LEA is required to abide by the requirements of sections 76.651 - 76.662 of the EDGAR regulations.

SECTION G: DISTRIBUTION OF TITLE II FUNDS AND CRITERIA FOR FUNDING

1. Anti-supplanting and Comparability of Services

Each applicant for Perkins funding must present signed assurances that Perkins funds shall be used to supplement, and to the extent practicable, increase the amount of state and local funds that would in the absence of Perkins funds be made available for uses specified in the application, and in no case supplant such state or local funds. State staff carefully examine each budget request to identify potential supplanting and follow up with the applicant to ensure that supplanting is not included in the planned use of Perkins funds before issuing approved budgets.

Each LEA applicant for Perkins funding must present signed assurances that state and local funds will be used in the schools of the eligible recipient receiving Perkins funds to provide services which, taken as a whole, are at least comparable to services being provided in schools of the eligible recipient which are not receiving Perkins funds. Documentation of comparability of services for the purposes of P.L. 101-392 will be satisfied by the same annual documentation required for demonstration of comparability of services of recipients of ESEA Chapter 1 allocations.

2. Title II Allocations

In accordance with sections 102, 201, 221, 222, 225, 231, and 232 of P.L. 101-392, Montana will distribute its allocation of program year 1992 Title II Perkins funds in the following manner:

Montana's FY92 Title II allocation		\$4,214,921
Formula Allocated (75%)	75.0%	\$3,161,191
Secondary (65%)		\$2,054,774
Postsecondary(35%)		\$1,106,417
SP/DP/SPW (hold harmless FY90)	7.9%	331,639
Gender Equity (hold harmless FY90)	3.2%	135,404
Corrections (1% of Title II)	1.0%	42,149
State leadership (max. of 8%)	7.0%	<u>294,538</u>
		\$3,964,921
State Administration (includes	5.9%	\$ 250,000 *
\$60,000 for Equity)	100 %	

* 100% matched with state funds

State allocations in subsequent program years will be distributed in the same manner unless changes are dictated through regulations or by amendments to P.L. 101-392.

3. Distribution of Formula-allocated Funds to Secondary School Programs

Montana decided to dedicate 65% of the 75% formula-allocated Title II funds to secondary vocational education (\$2,054,774, or 48.75% of the total Title II amount). This amount was distributed to the LEA's in the state according to the following:

- o 70% based on each LEA's proportionate share of section 1005 ESEA Chapter 1 allocations distributed to the high school(s) and feeder elementary schools in the LEA compared to the state's total distributed Chapter 1 allocations for school year 1990-91;
- o 20% based on the number of handicapped students in the LEA who have individualized education programs IEP's under section 614(a)(5) of the Education of the Handicapped Act compared to the total number of such students in the state for school year 1990-91; and
- o 10% based on the number of students enrolled in the LEA plus the number of adults served in academic and vocational adult education by the LEA compared to the total such numbers for the state in school year 1989-90 (the last full year of enrollment data).

Those LEA's that did not participate in Chapter 1, or that received Chapter 1 allocations under a section other than 1005, were included in the formula and given an allocation based solely on number of handicapped and total enrollments. Initial allocations were issued to 168 LEA's, including two correctional facilities that serve juveniles and are accredited LEA's. Allocated amounts ranged from \$147 (Roy HS with an enrollment of 13) to \$210,678 (Billings HS with 9,821 enrolled).

Section 231(b)(2) specifies the waiver criteria of the \$15,000-minimum-grant-or-consortium requirement for LEA's. The first waiver criterion is that the LEA is located in a rural, sparsely-populated area. Montana is the fourth largest state in the nation in terms of square miles of area, but ranks 44th in the nation according to the 1990 Census. Of the 168 schools, 130 have been identified by the U.S. Department of Education as high schools with "Rural Locale" designations according to NCES CCD data for FY 1989 as reported by the Office of Public Instruction in March of 1990. Therefore, the State Board determined that any school with that rural designation had achieved the first waiver criterion.

The second waiver criterion is that the LEA demonstrates that it is unable to enter into a consortium for purposes of providing services under Part C of Title II. Each LEA receiving an allocation of less than \$15,000 that has the rural designation described above and that wishes to waive the consortium requirement must submit documentation substantiating that it is unable to form such a consortium to provide vocational education in accordance with the Act and must sign a waiver request. Each such request will be evaluated on a case-by-case basis, with geographic distance between possible consortium members as a major determining factor in granting of approval for the waiver.

Reallocation of the secondary level initial allocations for which local applications were not submitted is done according to the same formula criteria of the initial allocations. Any unexpended program year funds will be formula-allocated to the whole participating field in the next program year. Because section 240 requires that any eligible recipient desiring financial assistance under Title II, Part C must submit a local application "covering the same period as the State plan," only those 101 eligible recipients that submitted local applications for the three year period of July 1, 1991, through June 30, 1994, will be included in the secondary level pool of eligible recipients through that period.

Appendix M shows the allocation table for all participating LEA's for program years 1992 through 1994.

4. Distribution of Formula-allocated Funds to Postsecondary Programs

Montana decided to dedicate 35% of the 75% formula-allocated Title II funds to postsecondary vocational education (\$1,106,417, or 26.25% of the total Title II amount). This amount was allocated to eligible institutions according to the formula and minimum grant process prescribed by section 232. The allocations were derived on the basis of the proportionate share of Pell Grant and BIA assistance recipients enrolled in vocational-technical education in each institution to the total of such recipients enrolled in vocational-technical education in all the eligible institutions. Institutions whose allocations were less than the federally-mandated minimum of \$50,000 were removed from the formula computations and their initial allocations were redistributed to the remaining eligible recipient institutions according to the formula.

Of the sixteen eligible postsecondary institutions offering vocational-technical education at less than the baccalaureate degree level, only three were excluded from access to these Title II funds. However, those three institutions are three of the seven tribally-controlled community colleges in Montana. The highest unemployment rate by identifiable population segment in Montana is that experienced by the residents of the seven reservations served by those tribal colleges. (See Appendix C of this Plan.) Further, although the highest percent of economically disadvantaged student enrollments in postsecondary vocational-technical education occurs in the tribal colleges, the total number of students represents less than a quarter of the state's vocational-technical student enrollment. The three tribal colleges were excluded from the funding process specifically due to the following facts:

- 1.) P.L. 101-392 specifies an excessively restrictive minimum grant amount for participation in Title II funds at the postsecondary level. A minimum grant of \$50,000 is an artificial and arbitrary barrier to participation. In Montana, the average postsecondary grant amount in program year 1990 was \$20,000 and was \$25,000 in program year 1991. This restriction is particularly onerous for states with small populations and, therefore, low Title II awards.
- 2.) P.L. 101-392 does NOT provide a waiver criterion such as that afforded LEA eligible recipients that recognizes the impact of serving rural, sparsely populated areas; and

- 3.) P.L. 101-392 does NOT provide a waiver criterion that takes into consideration the proportion of disadvantaged students enrolled, but focuses solely on "numbers of economically disadvantaged individuals" involved; and
- 4.) P.L. 101-392 gives the state the flexibility to distribute funds in a more equitable manner than provided by the Act ONLY if either secondary or postsecondary education is given only 15% of the total amount available for formula-allocation under Title II. In Montana, that would amount to a total of \$474,179 for all of either secondary vocational education or postsecondary vocational-technical education.

Appendix N contains the allocation table for the participating eligible postsecondary institutions.

5. Criteria for Funding Local Applications

Local applications will be funded for their formula-allocated amounts provided such applications:

- o thoroughly address all components of the local application format included in Appendix K of this Plan;
- o correct any deficiencies identified by state staff who are responsible for assuring adherence to federal statutory and regulatory compliance when granting funds;
- o correct any deficiencies in addressing the identified needs of the special populations.

6. Single Parents/Displaced Homemakers/Single Pregnant Women funds

Funds available in this Title II category reflect the "hold harmless" provision included in P.L. 101-392 that requires that the same amount available for single parents/displaced homemakers/single pregnant women projects in program year 1990 be made available each year under the new State Plan. Available funds are distributed on a competitive basis with preference given to: highly ranked proposals serving displaced homemakers; highly ranked proposals that address the Gender Equity Coordinator's Annual Plan priorities; and, geographic distribution of services. In order to achieve geographic distribution of funds, priority will be given to eligible recipients and/or qualified agencies in the areas of Kalispell, Missoula, Dillon, Butte, Bozeman, Helena, Great Falls, Havre, Lewistown, Billings, Miles City, and Glendive that are able to provide outreach and services to displaced homemakers in rural sections of their surrounding service areas.

All qualified proposals will be read and rated by at least two readers from a lay panel. Qualified proposals must meet the following criteria:

- o Be submitted by an eligible recipient or community-based organization of demonstrated effectiveness in serving the targeted group;
- o Meet the requirements for the use of funds in section 221 of the Act;
- o Address each of the requirements in the RFP, including conducting a formal needs assessment;

- o Provide assurances and implementation procedures to ensure that individuals with the greatest financial need will be primary recipients of services;
- o Be received by the published deadline.

The Gender Equity Coordinator will use the rank order of proposals when determining the funding distribution. Amounts of grants will not exceed \$35,000 per proposal. Budget negotiations will be conducted for all proposals funded. Proposals will not necessarily receive the grant amount requested if a lesser amount is determined to be appropriate.

The RFP packet for Single Parents/Displaced Homemakers/Single Pregnant Women funds is reproduced in Appendix L of this Plan.

7. Gender Equity Funds

Gender Equity funds available reflect the "hold harmless" provision included in P.L. 101-392 that requires that the same amount available for gender equity projects in program year 1990 be made available each year under the new State Plan. Available funds are distributed on a competitive basis with preference given to highly ranked proposals that address the Gender Equity Coordinator's Annual Plan priorities and geographic distribution of services. In order to achieve geographic distribution of funds, priority will be given to eligible recipients and/or qualified agencies in the areas of Kalispell, Missoula, Dillon, Butte, Bozeman, Helena, Great Falls, Havre, Lewistown, Billings, Miles City, and Glendive that are able to provide outreach and services in rural sections of their surrounding service areas.

All qualified proposals will be read and rated by at least two readers from a lay panel. Qualified proposals must meet the following criteria:

- o Be submitted by an eligible recipient or community-based organization of demonstrated effectiveness in serving the targeted group;
- o Meet the requirements for the use of funds in section 222 of the Act;
- o Address each of the requirements in the RFP, including conducting a formal needs assessment;
- o Be received by the published deadline.

The Gender Equity Coordinator will use the rank order of proposals when determining the funding distribution. Amounts of grants will not exceed \$35,000 per proposal. Budget negotiations will be conducted for all proposals funded. Proposals will not necessarily receive the grant amount requested if a lesser amount is determined to be appropriate.

The RFP packet for Gender Equity funds is reproduced in Appendix L of this Plan.

8. Corrections Education Funds

There are two state corrections educational agencies in Montana: the Department of Institutions and the Department of Family Services. Both agencies are given the opportunity to submit an annual Plan for Corrections Education to secure one percent of the basic grant funds to

fund vocational education activities that meet the requirements of section 225 of P.L. 101-392. Each one-year plan is evaluated according to the criteria shown on the Rating Form included in the RFP packet. (See Appendix L of this Plan.) The State board reserves the right to fund either complete plans or portions of plans in order to best meet the intent of the federal Act in the use of these funds.

9. State Leadership Funds

Seven percent of the basic grant funds is provided to fund state leadership projects in accordance with section 201 of P.L. 101-392. Projects will be competitively funded each year in the areas of Personnel Development and Curriculum Development. Assessments of programs conducted with Perkins funds will be funded each year, either through competitive grants to the field or through office grants to subsidize program assessment and core standard and performance measure refinement by state staff and the Committee of Practitioners. Proposals will be solicited each year for the optional uses included in section 201(c), but the State board reserves the right not to fund any of the optional uses in any program year. (See Appendix L for the State Leadership RFP.)

SECTION H: STATE SYSTEM OF STANDARDS AND MEASURES OF PERFORMANCE FOR VOCATIONAL PROGRAMS

1. Montana Committee of Practitioners

The thirteen-member Montana Committee of Practitioners was appointed by the State board during their October, 1990, Board of Regents meeting from a list of nominations submitted by relevant vocational education groups in Montana. Nominations were solicited according to the requirements of sections 512 and 115 of P.L. 101-392. The membership of the Committee satisfies the following requirements:

- 2 teachers of secondary vocational education
- 1 parent of a secondary vocational education student
- 1 parent of a post-secondary vocational-technical education student
- 1 secondary vocational education student
- 1 post-secondary vocational-technical education student
- 2 members of local school boards
- 2 representatives of post-secondary vocational-technical education
- 3 school administrators
- 13 members (the majority of whom represent LEA's)

Nominations were solicited from fifty-two individuals representing secondary and post-secondary education agencies and organizations associated with vocational and vocational-technical education in Montana. They were asked to nominate at least two individuals for membership on the Committee and were asked to include men and women and minority group representatives. Forty percent of the nominators responded with seventy names.

The Plan Development Group selected names from the list of nominations in order to achieve gender balance and minority representation to the extent

possible. This short list was asked if they would be willing to serve if appointed. The resulting list of proposed Committee members was submitted to the State board for approval.

The Montana Committee of Practitioners

Mr. David Irion, Director
Billings Career Center
Billings

Ms. Shirley Spurgeon, Teacher
Flathead High School
Kalispell

Ms. Penny Jakes, Instructor
Missoula Vocational-Technical Center
Missoula

Mr. Rich Stuker, Board Member
Chinook

Ms. Ramona Lehenbauer, Administrator
Chapter 1 Program, District No. 2
Billings

Mr. John Sun Child, Board Member
Box Elder

Ms. Peggy Nagel, President
Stone Child College
Box Elder

Mr. Darrell Vallance, Parent
Helena Vocational-Technical Center
Helena

Mr. DeWayne Padgett, Teacher/Parent
Columbia Falls High School
Columbia Falls

Mr. John Watson, Student
Fairfield High School
Fairfield

Ms. Lucinda Phillips, Student
Helena Vocational-Technical Center
Helena

Mr. Ray Weidmer, Teacher
Hellgate High School
Missoula

Mr. Hugh Smith, Administrator
Specialized Vocational Training Program
Great Falls School System
Great Falls

The Committee met with the Plan Development Group in December of 1990 and for two days in January, 1991. Montana's initial core standards and measures of performance were developed during those meetings, were further refined by the Plan Development Group in consultation with the Committee, and were mailed to the field in February, 1991.

2. Core Standards and Measures of Performance

"Montana's Initial Core Standards and Measures of Performance and Program Effectiveness" (see Appendix Q of this Plan) were developed to specifically address the requirements enumerated in section 115 (b) of P.L. 101-392. They include:

- o measures of learning and competency gains, including student progress in achievement of basic and more advanced academic skills;
- o measures of competency attainment;
- o retention in school;
- o placement into additional training or education, military service, or employment.

This represents the required component of learning and competency gains and three of the four measures of performance that may be included in a state's system. These standards and measures apply to all services provided with Perkins funds.

In Montana, each of these standards must be assessed by pre- and post-tests of competency gains or measures of performance over a locally established baseline. The statewide standard for competency gains is 80% of vocational students served. Eligible recipients may make local modifications to this standard based on economic, geographic, or demographic factors, or the characteristics of the population to be served. This means that if more than 20% of the students served cannot be expected to make progress according to standardized or teacher or faculty-developed locally referenced tests, the eligible recipient must explain why and request a more appropriate percent for assessing student progress. All the other initial standards and measures of performance require increases over local baselines and do not at this time establish statewide minimum standards.

Incentives to encourage services to targeted groups or special populations include statewide recognition of the ten programs that demonstrate the greatest increase in services to at least four of the five special populations. This will allow correctional institutions that function as LEA's to compete with other LEA's that are not gender-segregated, and will allow other eligible recipients that may not have handicapped or LEP students to compete as well.

Montana wishes to use a maximum of six percent of the formula-allocated funds to provide monetary incentives to these top ten programs during the second and subsequent years of the Plan. This practice would coincide with provisions for incentives in the Job Training Partnership Act. The incentive set aside would be a maximum of \$190,000, or 4.5% of the Basic Grant. The incentive fund would be set aside from carryover of unexpended P.L. 98-524 Title II, Part B funds or Title II, Part C funds from P.L. 101-392 prior to reallocation of carryover through the formula mandated by sections 231 and 232 of P.L. 101-392. The funds would be allocated to the top ten programs using the federally-mandated allocation formulae. Implementation of this monetary incentive provision is contingent on approval by the Office of Vocational and Adult Education of the U.S. Department of Education.

3. On-going Assessment of the Standards and Measures

The standards will be implemented in program year 1992 and will be re-evaluated for effectiveness and potential refinement by the Plan Development Group and the Committee of Practitioners in the fall of 1992 and in each year thereafter. The evaluation and refinement process will include examination of statewide pre- and post-test data provided by the participating eligible recipients and grantee agencies, achievement of compliance with federal regulations promulgated after the issuance of the initial standards, and determination of the usefulness of imposing more specific minimum statewide standards for measurement of performance.

SECTION I: IMPLEMENTATION OF PROGRAM EVALUATION AND IMPROVEMENT

1. Annual Evaluation by Recipients of Perkins Funds

Each recipient of financial assistance will annually evaluate the effectiveness of the program(s) conducted with Perkins funds. The evaluation must include the "Montana Initial Core Standards and Measures of Performance and Program Effectiveness," issued in February, 1991, and any subsequent amendments. As part of the annual evaluation, each recipient of a local allocation under Title II, Part C must:

- 1) review programs, with the full and informed participation of representatives of individuals who are members of special populations, to:
 - a) identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to vocational education programs OR success in such programs for individuals who are members of special populations; AND
 - b) evaluate the progress of individuals who are members of special populations in vocational education programs funded with Perkins funds; AND
- 2) evaluate the progress of vocational education programs assisted with Perkins funds in providing vocational education students with strong experience in, and understanding of, all aspects of the industry the students are preparing to enter.

This annual evaluation, and the final fiscal year report of use of Perkins funds, is due to the state offices by no later than August 31 of the ending program year. The annual assessment information that must be provided, at minimum, by local allocation recipients is included in the Annual Evaluation Format in **Appendix R** of this Plan. The Final Report Form that summarizes the results of all other Perkins funded projects is included in **Appendix S**.

2. Local Program Improvement Plan

Each recipient of a three-year allocation of Title II funds under Part C of the Perkins Act must determine whether substantial progress has been made in meeting "Montana's Initial Core Standards and Measures of Performance and Program Effectiveness" (or any subsequent amendments). This determination must be based at minimum on the annual evaluation described above. "Substantial progress" is defined as achievement of at least the 80% standard of student competency gains in Perkins-assisted programs OR improvement over baseline in student outcomes for the majority of programs assisted. Majority means more than 50%. Therefore, if only one or two programs are assisted, progress must be made in the sole, or in both, programs assisted.

If substantial progress has not been achieved, the recipient agency must develop a plan, in consultation with teachers, parents and students concerned, for program improvement for the next school year. The plan must describe how the recipient agency will identify and modify programs

funded with Perkins funds including:

- 1) a description of vocational education and career development strategies designed to achieve progress in improving the effectiveness of the funded program; AND
- 2) if necessary, a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

If this local improvement plan requires a change in the objectives, activities and/or initially planned and approved expenditures of Perkins funds, the eligible recipient agency must file a Local Application Modification along with the Annual Evaluation and Final Fiscal Year Report. The LEAs' Local Application Modifications must be submitted to the Office of Public Instruction and the higher education Local Application Modifications to the Office of the Commissioner of Higher Education by August 31, 1992. The Local Application Modification will be reviewed by the appropriate state staff and revised approved budgets will be issued by September 30, 1992.

3. State and Local Joint Plan

If an implemented Local Program Improvement Plan does not result in sufficient progress in meeting the requirements of "Montana's Initial Core Standards and Measures of Performance and Program Effectiveness" (or any subsequent amendments) within program year 1993, state staff will work jointly with the recipient agency, teachers, parents, and students concerned to develop a joint plan for program improvement. The term "sufficient progress" is defined as improvement made in at least 50% of those programs for which the Local Improvement Plan was implemented.

Each such Joint Plan must contain:

- 1) a description of the technical assistance and program activities the state staff will provide to enhance the performance of the recipient agency;
- 2) a reasonable timetable to improve the recipient agency performance under the joint plan;
- 3) a description of vocational education strategies designed to improve the performance of the program as measured by the evaluation; AND
- 4) if necessary, a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

This Joint Plan will be developed following the Annual Evaluation of program year 1993 performance. If the Joint Plan requires a change in the objectives, activities and/or initially planned and approved expenditures of Perkins funds for program year 1994, the eligible recipient agency must file a Local Application Modification along with the Annual Evaluation and Final Fiscal Year Report. The LEAs' Local Application Modifications must be submitted to the Office of Public Instruction. Higher education Local

Application Modifications must be submitted to the Office of the Commissioner of Higher Education by August 31, 1993. The Local Application Modification will be reviewed by the appropriate state staff and revised approved budgets issued by September 30, 1993.

4. Further Action

The state shall, in conjunction with the eligible recipient, annually review and revise the Joint Plan in order to improve performance and will continue to do so each consecutive year until the recipient agency sustains fulfillment of "Montana's Initial Core Standards and Measures of Performance and Program Effectiveness" (or any subsequent amendments) for more than one program year.

SECTION J: JOINT PLANNING AND COORDINATION OF PROGRAMS

None of the provisions of the Job Training Partnership Act (JTPA), the Adult Education Act, ESEA Chapter 1, the Individuals with Disabilities Education Act (formerly the Education of the Handicapped Act), the Rehabilitation Act of 1973, or apprenticeship programs requires review or approval of their plans for state use of funds by the State Board for Vocational Education. There are no joint funding mechanisms with the Perkins Act. There are, however, the general requirements to coordinate activities to prevent unnecessary duplication of services within the state. Each local application and grant proposal for funds must include a description of coordination of services with other service providers at the local level. The following sections describe the state-level methods used for joint planning and coordination of Perkins programs with other state-level programs.

1. Job Training Partnership Act

Although there is no "joint" planning of services because the Job Training Coordinating Council (JTCC) does not seek State board review of any JTPA plan for use of federal funds, there are a series of established linkages between the administration of both federal programs in Montana:

- o The Montana State Plan, and any subsequent amendments, for the use of Perkins funds are submitted to the JTCC for comment prior to submission to the Office of Adult and Vocational Education.
- o There is a JTCC member on the Montana Council for Vocational Education (MCOVE);
- o there is MCOVE representation on one of the state's PIC's, as well as a representative of vocational-technical education; and
- o the Office of Public Instruction administers section 123 JTPA funds.

Perhaps the most relevant joint planning and coordination of Perkins and JTPA funds occurs at the grantee level, notably among the Montana Displaced Homemaker Network (MDHN) community-based organizations. These CBO's provide prevocational and vocational education and counseling services to the state's displaced homemakers. Because the provisions of

JTPA and Perkins do not wholly overlap, these two federal funding sources, augmented with state funds from a portion of the divorce filing fee, subsidize a fairly comprehensive range of services to these targeted populations. The effectiveness of such coordination in Montana has been documented by the National Center for Research in Vocational Education in its report entitled "Innovation vs Turf: Coordination between Vocational Education and Job Training Partnership Act Programs," April, 1989.

Until the amount of funds and the flexibility for their use was severely limited by P.L. 101-392, state leadership funds had been used for a number of years to jointly subsidize personnel development and coordination meetings for the MDHN with the sole state agency for JTPA funds.

2. Adult Education Act

There is joint planning and coordination of programs between the Adult Basic Education program and the Vocational Education program at the state and local levels. At the state level, both programs are operated by the Curriculum Services Division in the Office of Public Instruction. The administrators and staff of both programs meet often to discuss common concerns. At the local level, Adult Basic Education is offered by local schools. Vocational facilities are frequently used for ABE classes and the same teachers often teach in both programs. ABE program staff have been involved in the planning for use of Perkins funds under section 231 of P.L. 101-392 (see Section G(3) of this Plan). These state and local coordination activities will continue.

3. ESEA Title I, Chapter 1

The method of interaction between the Chapter 1 program and Perkins activities includes the use of section 1005 data in the formula-allocation process for funding LEA's under section 231 of P.L. 101-392 and the review of a representative sample of local applications by the Chapter 1 administrator for purposes of compliance with section 118 of P.L. 101-392.

4. Limited English Proficient

The method of interaction between the Bilingual/Migrant/Refugee program and Perkins activities involves the review of a representative sample of local applications by the B/M/R coordinator for purposes of compliance with section 118 of P.L. 101-392.

5. Individuals with Disabilities Education Act

The administrator of this Act (formerly the Education of the Handicapped Act) reviews a representative sample of Perkins local applications for purposes of compliance with section 118 of P.L. 101-392 and also provides monitoring of the appropriate implementation of handicapped students' IEP's, including those with a vocational education component.

6. Rehabilitation Act of 1973

Coordination with vocational rehabilitation agencies in the state is on an individual student basis because there are no mandatory requirements for education for adults with handicaps. Frequently, vocational rehabilitation

students are referred for participation in vocational-technical education programs.

7. Apprenticeship Programs

The word "apprenticeship" occurs frequently throughout P.L. 101-392. However, there are actually few funding mechanisms apart from TECH-PREP funds for support of apprenticeship instruction. The only setaside that was included in P.L. 98-524 that was totally eliminated from the reauthorized Perkins Act was the category of "Adults in Need of Training or Retraining." This exclusion is reflected in the emphasis on improving eligible recipient vocational programs through the 75% allocation process. There are requirements to coordinate the development of each local application with relevant apprenticeship programs, but there are no mechanisms for funding such programs.

In January, 1991, the Plan Development Group met with representatives of the state and federal Apprenticeship Bureaus and with apprenticeship officials from the state and surrounding states to discuss the impact of Perkins reauthorization on the availability of funds. The application materials for TECH-PREP funds were distributed to all in attendance who requested them.

SECTION K: STATE-IMPOSED REQUIREMENTS

There are no state-imposed requirements to receive funding under P.L. 101-392. State interpretations of federal statute prior to the issuance of implementing federal regulations are subject to supersession.

There are, however, some state restrictions on expenditures of Perkins funds:

- o P.L. 101-392 funds will not be used to purchase over-the-road vehicles which are designed to transport people. Section 20-10-101 of the **Montana Code Annotated** requires that transportation of primary and secondary school students to and from curricular activities must be done in a school bus that meets the requirements of section 20-10-102, MCA. All vehicular equipment must be for instructional purposes only. Vehicles such as pickup trucks, earth moving equipment and farm implements used in construction classes or on school farms may be approved on a case-by-case basis provided the particular vehicle can be directly associated with an instructional unit within the vocational curriculum. Units such as station wagons, cars and passenger vans will not be approved for purchase.
- o P.L. 101-392 funds will not be used to subsidize, reimburse or pay for unregistered or unlicensed dependent care, or such care provided by vocational education student family members.
- o P.L. 101-392 funds may be used to apply the latest technological advances to improve courses of vocational instruction. Only state-of-the-art instructional equipment, not obsolete or low technology instructional equipment, may be purchased within approved grants, e.g., computers may be purchased, but not typewriters.

- o The maximum grant fundable per proposal is \$35,000 for both Section 221 and 222 Perkins funds. This grant limit is established to enable as many projects as possible to be funded without having any one agency monopolize the limited funds available for Single Parent/Displaced Homemakers/Single Pregnant Women and Gender Equity services across the state.
- o In order to achieve geographic distribution of Section 221 and 222 funds within Montana, priority will be given to projects submitted by eligible recipients and/or qualified agencies in the areas of Kalispell, Missoula, Dillon, Butte, Bozeman, Helena, Great Falls, Havre, Lewistown, Billings, Miles City, and Glendive that are able to provide outreach and services in rural sections of their surrounding service areas.

SECTION L: TITLE III -- SPECIAL PROGRAMS

1. Part A - State Assistance for Vocational Education Support Programs by Community-based Organizations

A specific Request for Proposal is issued annually to solicit joint applications for Title III, Part A funds from eligible recipients and community-based organizations. The proposals are reviewed by state staff to establish whether they have been submitted by bona fide eligible recipients and community-based organizations and whether they propose uses of the funds consistent with the provisions of P.L. 101-392. Qualified proposals are then submitted to a panel of readers, are rated according to standard criteria, and are funded in rank order. (See Appendix L of this Plan for the RFP for Title III, Part A funds.)

2. Part B - Consumer and Homemaking Education

In Montana, the only eligible recipients for Title III, Part B funds are LEA's with accredited Consumer and Homemaking Education programs. A specific Request for Proposal is issued annually to solicit applications for Title III, Part B funds from eligible recipients. The proposals are reviewed by state staff to establish whether they have been submitted by bona fide eligible recipients and whether they propose uses of the funds consistent with the provisions of P.L. 101-392. Qualified proposals are then submitted to a panel of readers, are rated according to standard criteria, and are funded in rank order. (See Appendix L of this Plan for the RFP for Title III, Part B funds.)

The role of the Consumer and Homemaking Education Specialist consists of two major components: (1) directing and supervising home economics education at the secondary level and (2) administering state and federal law to achieve the desired learner outcomes in home economics education. Activities include integration of Future Homemakers of America into the consumer homemaking curriculum through exposure, demonstration, evaluation and analysis of the FHA programs available on the national level in relation to Montana's needs.

3. Part E - Tech-Prep Education

A specific Request for Proposal was issued in program year 1991 to solicit three-year applications (program years 1992 through 1994) for Title III, Part E funds from eligible recipients. The proposals were reviewed by state staff to establish whether they were submitted by bona fide eligible recipients and whether they propose uses of the funds consistent with the provisions of P.L. 101-392. Qualified proposals are then submitted to a panel of readers, are rated according to standard criteria, and are funded in rank order. (See Appendix L of this Plan for the RFP for Title III, Part E funds.)

APPENDICES

This agreement made and entered into this 12 day of June, 1989, between the Board of Regents of Higher Education of the State of Montana (Regents) and the Superintendent of Public Instruction of the State of Montana (Superintendent) is as follows:

Whereas, pursuant to section 20-16-102 of the Montana Codes Annotated, the Regents are designated the sole state agent responsible for the administration and supervision of the state vocational education program which designation of a sole state agent is required under the Carl D. Perkins Vocational Education Act of 1984 (20 U.S.C. 2321); and

Whereas, the above-cited federal law authorizes the sole state agent to delegate certain of its responsibilities to other appropriate state agencies; and

Whereas, the above-cited state law directs the Regents to contract with the Superintendent for the administration and supervision of K-12 vocational education programs, services and activities allowed by the federal law, as may be amended, and in concert with the state plan for vocational education required by the federal act;

Now therefore, the Regents and the Superintendent agree as follows:

- I. The Superintendent or her agent shall, consistent with the vocational education/vocational-technical education policies or regulations of the Regents and state and federal law and in a timely fashion according to established schedules to facilitate sole state agent compliance with federal reporting deadlines
 - A. approve all applications for federal funding submitted from K-12 applicants or for K-12 level activities as are appropriate under federal law;
 - B. administer such programs, services and activities and maintain and supply to the Regents necessary records;
 - C. provide fiscal advice and management for such programs, services and activities;
 - D. evaluate such programs and submit required reports on such programs and related activities, including those required by the Federal Office of Civil Rights or the Federal Office of Vocational and Adult Education regarding (1) enrollment and placement of members of disadvantaged, handicapped, and otherwise legally protected classes, (2) levels of competency achieved in particular vocational education programs, (3) fiscal matters regarding federal matching funds and disbursement of federal funds to K-12 subrecipients, (4) inventories of equipment purchased with federal funds; and
 - E. perform other activities from time to time as mutually agreed by the parties.

- II. The Regents shall provide funding from federal sources to the Superintendent to carry out the above responsibilities, the amount of such funding to be determined through mutual agreement of the parties.
- III. Meanings of words used in this contract shall be determined by the definitions contained in 20 U.S.C. 2471, unless another meaning is clearly intended.
- IV. Unless otherwise specified, this contract shall be for a three-year period commencing July 1, 1989, and terminating June 30, 1992. The parties may negotiate amendments during that time and may either renew or renegotiate the contract upon its expiration.

Date

June 19, 1989

Carrol Krause
Carrol Krause, Commissioner
Board of Regents
33 South Last Chance Gulch
Helena, MT 59620

Date

June 12, 1989

Nancy Keenan
Nancy Keenan, Superintendent
Office of Public Instruction
State Capitol Building
Helena, MT 59620

APPROVED FOR LEGAL CONTENT

Date

June 7, 1989

[Signature]
Attorney for Regents

Date

June 7, 1989

[Signature]
Attorney for Superintendent

APPENDIX C

ECONOMICALLY DEPRESSED AREAS AND HIGHEST RATES OF UNEMPLOYMENT IN MONTANA

Economically Depressed Areas

Section 312(c) of P.L. 101-392 requires identification of "economically depressed areas" of the state for purposes of specifically targeting one-third of the available Perkins funds for consumer and homemaking education programs in those areas. Although P.L. 101-392 does not include a definition of "economically depressed areas", its predecessor, P.L. 98-524, does in section 512(13):

...an economically integrated area within any State in which a chronically low level of economic activity or a deteriorating economic base has caused such adverse affects as (A) a rate of unemployment which has exceeded by 50 per centum or more the average rate of unemployment in the State, or in the Nation, for each of the three years preceding the year for which such designation is made, or (B) a large concentration of low-income families...

P.L. 101-392 does include a defintion of "economically disadvantaged family or individual" in section 521(15) as families or individuals who are determined by the U.S. Secretary of Education to be low-income according to the latest available data from the U.S. Department of Commerce.

The latest available data from the U.S. Department of Commerce is 1980 Census data -- detail tapes will not be available until after July 15, 1991, when the Secretary of the U.S. Department of Commerce will announce whether the data will be adjusted for overcount or undercount. The following thirty-nine counties in Montana are designated as "economically depressed areas" because they exceed the 9.17% below-poverty-level families within a county as determined by the U.S. Census Bureau:

Big Horn	Golden Valley	Mineral	Sheridan
Blaine	Granite	Mussellshell	Stillwater
Broadwater	Hill	Petroleum	Sweet Grass
Carter	Judith Basin	Phillips	Teton
Custer	Lake	Pondera	Toole
Daniels	Liberty	Praire	Treasure
Fallon	Lincoln	Ravalli	Valley
Fergus	Madison	Roosevelt	Wheatland
Garfield	McCone	Rosebud	Wibaux
Glacier	Meagher	Sanders	

These data will be updated when 1990 Census data become available.

Therefore, one-third of the available Title III, Part B funds will be awarded as grants to eligible recipients within these counties each year, provided enough proposals are submitted to achieve that dollar amount and which also achieve minimum quality standards as rated by the panel of readers.

Highest Rates of Unemployment

The Fourth Quarter 1990 Report from the Montana Department of Labor and Industry's Research and Analysis Bureau indicates a Montana civilian labor force unemployment rate of 6.6%. The latest unemployment figures available from the U.S. Bureau of Indian Affairs are January, 1989 Indian Service Population and Labor Force Estimates. These data provide the following unemployment rates for the seven American Indian reservations in Montana:

Blackfeet	56%
Crow	78%
Flathead	41%
Fort Belknap	60%
Fort Peck	63%
Northern Cheyenne	55%
Rocky Boy	72%

Refer to Section F(2) of this State Plan for a discussion of the inadequacy of P.L. 101-392 to address section 113(b)(16) given the restrictions on access to Perkins funds at the postsecondary level.

APPENDIX E

ANNUAL PLAN FOR USE OF THE GENDER EQUITY FUNDS

"It is the purpose of the Perkins Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skill of all segments of the population." Gender equity is emphasized throughout the Act so that national and local economies can profit from the contributions of all citizens without hindrance by the artificial limitations gender role restrictions create as "men's work" or "women's work". Women who now compose 45 percent of the labor force are expected to be 63 percent of the total labor force by the year 2000.

Historically, vocational education has consisted of practical instruction aimed at matching students to jobs in industry and commerce. At present six out of ten women working in Montana are paid at minimum wage rates and are unable to support themselves and their dependents without some form of assistance. This current fact exposes the failure of past efforts to prepare students equally to be workers and earners. Concentration and effort are required now to avoid condemning our children to the same fate.

The Gender Equity Coordinator is required to develop an annual plan for the use of funds available in Sec. 221 and 222 of the Act to promote gender equity in vocational and technical training. This document is the plan for Fiscal Year 1992.

BACKGROUND

Montana is the fourth largest state in land mass yet has the same allotment from Perkins as tiny Rhode Island. Montana is a largely poor and rural state with low population density, and have been dependent on raw materials (timber and minerals) and relied also on agriculture, the major industry of the state. The costs of delivering services to our widely dispersed rural population over so vast an area are a barrier to accomplishing the national purpose of the Act unacknowledged by the federal reauthorization.

Montanans are proud of a noticeable pioneering spirit and intense sense of community. In the absence of adequate financing we have had some successes in developing coordinated service delivery systems to meet our needs. A report by the National Center for Research in Vocational Education, "Innovation Versus Turf: Coordination Between Vocational Education and Job Training Partnership Act Programs," April, 1989, found that "The fact that there are so many forms of coordination found in Montana suggests that the level of coordination within the state is high, and that local education agencies are a critical part of the state's JTPA

programs...Informal networks, which occasionally become formalized in time, have become an integral part of coordination in Montana. Geographic, demographic, and economic factors have also helped to emphasize the need for enhanced coordination."

"There seems to be agreement in Montana that, while enhanced coordination may provide an added level of program quality assurance, coordination cannot address the major shortfalls and problems that program administrators face."

The Montana Displaced Homemakers Network is an unique example of our extensive coordination to provide services. It is a voluntary cooperative that does joint planning to ensure statewide service delivery, to acquire government funding for all the programs, to share information and resources, and to seek additional funding and training. Three of the centers are affiliated with the Y.W.C.A. in their community. Two are located at community colleges. Four are projects of the local Human Resource Development Council. The others are independent community-based organizations. A map of Montana showing the location of the Displaced Homemaker Network centers is appended.

This year Montana's Network is one of ten receiving "State Technical Assistance and Training Effort" from the national Displaced Homemakers Network. All the Montana centers receive State general fund monies through a fee on divorce filings. All apply for private grants, sponsor fund raising events for their agencies, and most receive community "United Way" style funding. Nine of the centers received IIA Adult and Youth (JTPA) funding as reported in the minutes of the joint meeting of the Concentrated Employment Program and Private Industry Council.

JTPA clients have relatively less education and experience in the labor market, so the services they need differ from those offered by vocational education. JTPA is unable to provide enough funding for the whole eligible population. By using the variety of job training funding sources (including Perkins), the Montana Displaced Homemaker Network programs are especially adept at finding ways to provide the services for individuals who would otherwise go unserved.

SECTION 221, PROGRAMS FOR SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN

Volume II of the Final Report on the Implementation of the Perkins Act by the National Assessment of Vocational Education (July 1989) found that "there appears to be consensus about the

appropriate set of services in a program for women returning to the labor market: recruitment, counseling, courses or group sessions aimed at building assertiveness and self esteem, referral to child care and other social services, referral for student aid, and referral to training." (p. 143)

For Montana's use of Section 221, Programs For Single Parents, Displaced Homemakers, And Single Pregnant Women funds, these four needs are identified:

Prevocational/Assessment/Planning Services in preparation for vocational education and training for marketable skills

Displaced homemakers, given federal priority in the use of Section 221 dollars, generally have serious barriers to training and employment.

Most adult women have been taught traditionally feminine traits of dependence, nurturance, and helplessness, with emphasis on physical attractiveness and finding a mate. These traits do not prepare them well for serious career choices and career training. According to a United States Civil Rights Commissions study, if a woman's education has not prepared her for employment, she and her children may be destined to live in poverty.

When women are recruited and retained in job preparation areas nontraditional for their gender, their earning power is enhanced and they gain a wider range of job selections with which to match their interests, abilities, and talents.

School admission offices generally target high school students, rather than those who have been away from school for a while. When information, knowledge and guidance is provided for older populations, there is a greater opportunity for them to gain entrance into training and employment. Information about economic trends, educational and employment opportunities, self assessment and job seeking skills are essential for this group.

Computer Literacy/Office Skills training

The computer is a component in nearly every employment area. Women educated prior to the 1980's were for the most part never introduced to computers in any capacity. And even for current students, only a quarter of the students who choose to use the computers when they aren't required to are girls. The idea that computers, like football and car engines, are the domain of males is outdated but pervasive.

The U.S. Department of Labor predicts that between 50 and 75 percent of jobs available to the next generation will involve computers. Computers are increasingly the everyday tools in the jobs that women want and must have in order to support themselves and their dependents.

In many areas of Montana, workers with modern office skills have a good chance of steady employment, yet many displaced homemakers are unemployable only because their experience is outmoded. All 15 of the Montana Displaced Homemaker Network centers provide some form of office skills training because their clients are able and willing to do this work which is available in their own communities.

Outreach to provide services to rural populations in the agency's geographical area

As the National Center for Research in Vocational Education has observed in its report of Montana, "Financial and human resources are scarce. Where the need is great and the resources are few, competent people are often able to develop creative and innovative programs."

Most of Montana is rural, characterized by limited resources and services. Not even all the population centers offer services for employment and vocational education; finding such services via long-distance telephone or in short time periods can create tremendous frustrations. Some barriers for displaced homemakers, in particular, to travelling to centralized services are lack of public transportation, transportation costs, child care, limited finances, job anxiety, limited knowledge of community service availability, computer obliviousness, a low sense of self worth and lack of expectations in job choices and career goals.

Outreach activities providing information and services tend to reduce rural residents' anxieties and provides concrete information they need to become productive workers.

In keeping with requirements that direct funds to areas of greatest need, projects serving those parts of Montana with greater degrees of isolation for displaced homemakers will receive priority for funding outreach services.

Eliminating math anxiety in preparation for other vocational training:

It is estimated that the economy needs 24 support workers for every professional. Four years of high school math is a prerequisite for many of the jobs in the high paying emerging technology fields. However, despite equal success in math classes up to the 8th grade, girls do not take as many courses in math during their high school years as boys do. Early lack of math and science courses limits students' work options as adults. One exhaustive analysis indicates that about 35-40 percent of the disparity in average earnings between men and women is due to gender-related job segregation which results in lower paying "women's work".

While higher expectations and graduation requirements would improve math preparation for future students, remediation for women who lack math skills now is an essential interim step to increasing the pool of talent available for most jobs.

Perkins funds supported a Math Anxiety Course for adult women through Career Futures, Inc. of Butte in 1989 which enabled participants to successfully enter advanced postsecondary vocational training. Similar math services should be more widely available to Montanans who need them.

SECTION 222, GENDER EQUITY PROGRAMS

The National Assessment of Vocational Education (cited above) also found that "over the past two decades, sex segregation in vocational enrollments has hardly changed. One important finding about sex segregation ... is that girls who enroll in and complete nontraditional high school programs are unlikely to find work in the fields for which they receive training. This finding has implications for services, because it suggests that recruitment is only the beginning. Programs need to incorporate guidance and job placement services that can overcome what appears to be a bias against hiring women in nontraditional fields." (p. 140)

For Montana's use of Section 222, Gender Equity Program funds, these five needs are identified:

Increasing gender nontraditional enrollment in secondary vocational classes

According to a 1987 Project on Equal Education Rights (PEER) national comparison study, only 7.7 percent of secondary students in Montana are enrolled in vocational classes not traditional for their gender. In national comparisons, Montana ranks only 45th out of the 50 states. While the National Assessment sees recruitment into non-traditional careers as only a beginning, it is a beginning Montana has barely begun to make.

Increasing the range of job selections includes improvement within occupations, getting more women at all levels of an occupational hierarchy; and improvement across occupations, getting more women into areas still dominated by men and getting men into areas still dominated by women.

Carlos Azcortia and Philip A. Visa found students enrolled in career vocational instruction less likely to drop out of high school and college than those not enrolled in such programs. Recruitment efforts are most effective if the initial contact establishes the benefits prospective students can receive.

Education is a participatory event. Students need encouragement to become "gender blind" in choosing classes that allow them to explore all their career options. The Perkins requirement for a

coherent sequence of courses that build both academic and vocational skills could become a way for all students to enter nontraditional vocational classes. Gender Equity Section 222 funds can be used in creative ways for this encouragement.

**Developing a statewide plan for recruitment and
retention of postsecondary vocational students in
gender nontraditional career training**

In PY 1990, a portion of the state setaside funds were designated to develop a survey and marketing plan for the five vocational-technical centers to increase overall enrollment. That cooperative effort helped create a positive attitude towards postsecondary vocational education in the state and to unify the centers in their efforts to provide services with less constraint by geography on enrollment choices.

This application of gender equity funds would build on earlier efforts but focus on recruitment of students into nontraditional careers. Appropriate uses of funds in this area might include assembling appropriate staff members from the centers and other postsecondary vocational education providers to discuss methods, conduct assessments, receive training, and implement joint strategies to recruit and retain students in gender nontraditional career fields. This suggestion is not intended to limit the ways postsecondary vocational education will conduct development of the plan; any method a unit cares to propose will be considered by the readers.

**The editing and production of useable training videos from
the (June) 1991 IMAGE conference tapes**

High powered national speakers and knowledgeable Montanans will present speeches and workshops at the statewide equity conference, "In Montana, Action Guarantees Equity" (I.M.A.G.E.) June 18 and 19, 1991, in Great Falls, Montana. For a variety of reasons not everyone who needs the information will be able to attend. To maximize the impact of the presentations and take the training back to classrooms, professional development of training videos is needed. Videotapes developed in this way can be a recruiting tool of students into vocational education and also can be used to provide equity training of faculty and staff in vocational education.

**Placement activities for graduates of gender nontraditional
courses into their chosen fields**

Graduates with shiny new diplomas in a nontraditional field often find employers startled by the idea that they might hire a

risky young nontraditional worker, as the National Assessment of Vocational Education indicates. Schools and agencies could develop a project for counseling, a supported job search, school to work transition agreements with local employers, and other creative schemes so that nontraditionally trained students are tangibly rewarded with a paycheck when they put their skills to work.

**Testing the "Workplace Realities" curriculum developed in
PY91 by the Gender Equity Coordinator**

While students may have all the technical skills to do a job, dealing with co-workers' and others' preconceptions about nontraditional workers is another matter. The National Assessment of Vocational Education findings that students with nontraditional training have hard times finding and keeping jobs in their chosen field indicates that students need this interpersonal training as much as they need skill preparation.

Because the numbers of nontraditional workers initially rose but have fallen recently, it is clear that eliminating only education barriers to occupational training is not enough to allow workers to be committed and productive in nontraditional careers. Education in coping skills for the problems nontraditional workers encounter after leaving school is a necessary next step.

Upon the request made at a student services staff meeting of the Gender Equity Coordinator, a curriculum has been developed to equip students enrolled in nontraditional career classes at the postsecondary level with skills necessary for employees who may be "career pioneers" at their job sites. It appears that the material may be appropriate for secondary as well as postsecondary students; schools at both levels are invited to submit proposals to test the curriculum.

ADDITIONAL CONSIDERATIONS FOR PROPOSAL WRITERS

Proposals for use of Sec 221 and 222 funds are not limited to the projects of the annual plan. However, proposals to accomplish annual plan projects will be funded by their competitive rank before alternative uses of funds, regardless of the score of alternative proposals. After annual plan projects are funded, alternative proposals will be funded according to competitive rank until all funds are allocated.

Amounts of grants from both sections will not exceed \$35,000 per proposal. Eligible agencies may submit more than one proposal.

In order to provide services throughout Montana, it is important that grant recipients are able to do outreach and provide services to rural populations.

The directors of projects funded by Sec 222, gender equity, are expected to have demonstrated a high level of commitment to gender equity.

ANNUAL PLAN DEVELOPMENT

The Gender Equity Coordinator has established the need for projects listed in this annual plan through research and experience with Montana schools and organizations. The State Equity Advisory Council members review and revise the annual plan. Current State Equity Advisory Council members are:

Fred Anderson, Principal, Custer Co District High School, Miles City

Toni Austad, Director, Montana Fair Housing Project, Great Falls

Bev Calvert, Job Developer, Missoula Y.W.C.A., Missoula

Loretta Davis, Employment Specialist, Job Service, Billings

Irene Fabian, Director, Displaced Homemaker Services, Dawson Community College, Glendive

Ann Hansen, Administrative Assistant, Lincoln County Campus, Flathead Valley Community College, Libby

Pat Callbeck Harper, Gender Equity Specialist, Office of Public Instruction, Helena

Rosemary Hertel, High School Home Economics Teacher, Deer Lodge

Betty Hirsch, High School Business Teacher, Ft. Peck

Jerry Hudspeth, Administrator, Lincoln County Campus, Flathead Valley Community College, Libby

Jean Luckowski, E. Ed., Teacher Education, University of Montana, Missoula

Jo Mahoney, Elementary Teacher and G.E.S.A. Facilitator, Lakeside

Candace Molzhon, Director, Women's Center, Northern MT College, Havre

Lynn Davis Rightmire, Office Administrator/Manager, Y.W.C.A. Women's Center, Billings

Elected Member, Billings School Board

Laura Rose, JOBS Program Director, Women's Opportunity Resource Development (W.O.R.D.), Missoula

Dennis Roseleip, Principal, Cut Bank High School, Cut Bank

Roxane Shammel, High School Business Teacher, Stanford

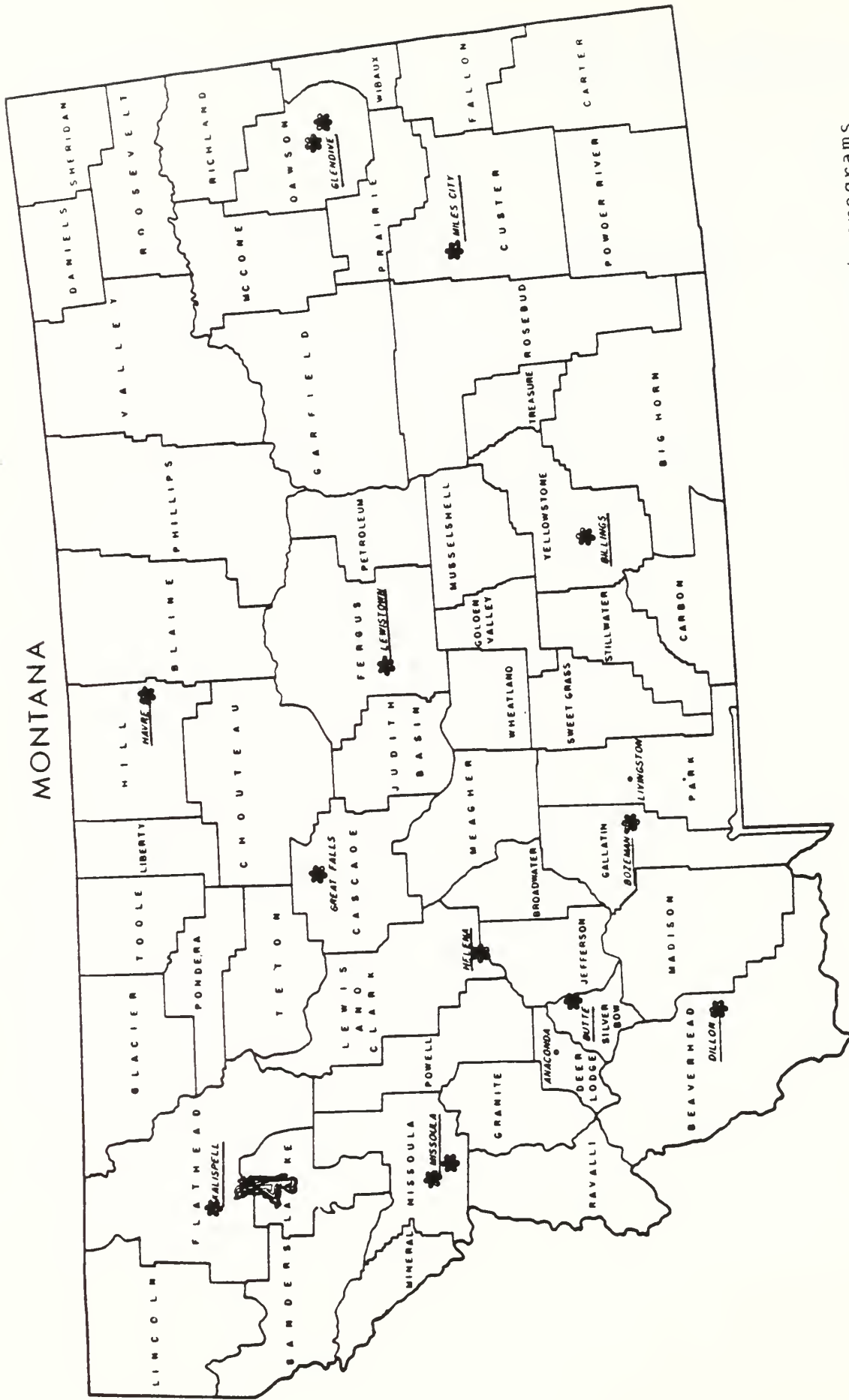
Joey Thielen, Counselor, Y.W.C.A. Women's Center, Billings

Kathy Yankoff, Local Job Service Employer Coordinator, Great Falls Job Service, Great Falls

Comments on the plan are invited. Please send them to the Gender Equity Coordinator:

Carol J. Farris, Human Resources Development Officer
Office of the Commissioner of Higher Education
33 South Last Chance Gulch, Helena, MT 59620-2602
(406) 444-5950

MONTANA



✿ Montana Displaced Homemaker Network programs

- Outreach programs

APPENDIX K

DIRECTIONS FOR COMPLETING THE LOCAL APPLICATION

1. Include signed assurances pages for each eligible recipient agency involved -- either the sole applicant or all participants in a consortium.
2. Include signed waiver certification IF you are an LEA, your annual allocation is less than \$15,000, AND you wish to waive the consortium requirement because your agency is in a rural, sparsely populated area, and a viable consortium cannot be formed for the purposes of providing vocational education services under P.L. 101-392. The criterion Montana will use for what constitutes a school in a "rural, sparsely populated area" is the following:

Those schools designated as "RURAL" by the U.S. Department of Education (NCES, CCD data) based on U.S. Census classifications.

3. Include completed enrollment data tables for EACH vocational education or vocational-technical education program in EACH participating agency, using either copies of the form on page three or format duplicates on your own word processing system. IF other state forms in use provide all the information required in this local application format, you may attach those completed forms instead. Use the federal definitions of the special populations listed on the back of page three.
4. Provide complete information requested for EVERY section in the Local Application Format.
5. Attach a quality assessment of every secondary vocational education or postsecondary vocational-technical education program of your agency. If a consortium is submitting the application, all such programs must be assessed for quality in each agency of the consortium. Use the self-assessment instrument included in this Local Application Format packet so that all quality-assessment indices required by P.L. 101-392 will be addressed. These quality assessments will form the basis for identifying those programs most in need of program improvement within the LEA or agency.
6. Complete the Funding Distribution Table shown on page six that identifies how you plan to use Perkins and other resources to achieve program improvement in those programs identified by the self-assessment as needing improvement AND that serve the highest concentrations of the five special populations. Priority must be given to those programs. Only when the identified needs of those special populations and program improvement are addressed can allocated Perkins funds be used for general vocational students in program improvement efforts.
7. Submit a detailed three-year budget for EACH planned use of funds. If the planned use will not extend throughout the full three-year period of your application, complete the sections of the budget form for the appropriate year(s) in which the planned use will be funded. Use either copies of the budget form provided on page seven, or form duplicates generated on your own word processing system.

8. The federal government will require states to annually report the funds expended on vocational guidance and counseling activities. For this reason, you will have to fill out one additional three-year budget form that will show the AGGREGATE EXPENDITURES across ALL planned uses of Perkins funds, and other funds, to provide such services in the eligible recipient agency. If there is a consortium, one such three-year budget form must be filled out by each agency participating in the consortium.
9. For EACH planned use of funds at EACH site or for EACH program, submit a complete set of objectives, planned activities, and evaluation criteria in the format shown on page nine. Evaluation criteria and procedures must relate specifically to the initial statewide standards of performance for measuring project effectiveness that will be supplied to you in the first week of February, 1991.

CRITERIA FOR APPROVAL OF
LOCAL APPLICATIONS FOR TITLE II, PART C ALLOCATIONS

1. The original and one (1) copy of the complete application (including signed assessments of program quality of all vocational programs offered by the applicant agency or the consortium agencies) must be received at the Office of Public Instruction (secondary applications) or at the Office of the Commissioner of Higher Education (postsecondary applications) by no later than 5:00 p.m. on Friday, March 1, 1991.
2. The applicant must be an eligible recipient.
3. All required assurances and waiver requests must be signed.
4. The application must contain substantive responses to ALL information requested.
5. The targeted populations have been identified and the needs of those students are being addressed in a meaningful way. This will be assessed by the state staff charged with the responsibility for administering Chapter 1, LEP, handicapped services, and the P.L. 101-392 gender equity program.
6. The planned use of funds corresponds to the targeted and allowable uses of funds.
7. The plan is considered realistic to achieve the objectives of the application.

LOCAL APPLICATION FORMAT
for Allocation of Title II Funds from the
CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION AMENDMENTS OF 1990

Program Years 92-94 ____ OR Program Years 95-96 ____

Eligible Recipient Agency _____
or Lead Agency of Consortium _____

Address: _____ (Zip) _____

Telephone: _____

If Consortium, list member eligible recipients included and include signed assurances from each consortium member agency:

I. ASSURANCES

As a condition of the use of P.L. 101-392 funds, this eligible recipient assures that it will provide vocational education instruction, activities and services in accordance with Section 118, Criteria for Services and Activities for Individuals Who Are Members of Special Populations, of the Act. The eligible recipient will not discriminate nor violate the provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973.

State and local funds will be used in the schools of this eligible recipient receiving Perkins funds to provide services which, taken as a whole, are at least comparable to services being provided in schools of this eligible recipient which are not receiving Perkins funds.

Perkins funds shall be used to supplement, and to the extent practicable, increase the amount of state and local funds that would in the absence of Perkins funds be made available for uses specified in this application, and in no case supplant such state or local funds.

This eligible recipient will provide a vocational education program that (a) encourages students through counseling to pursue a coherent sequence of courses leading to a job skill; (b) assists students who are economically disadvantaged, students of limited English proficiency, and students with handicaps to succeed through supportive services such as counseling, English-language instruction, child care and special aids; (c) is of such size, scope, and quality as to bring about improvement in the quality of education offered by the school; and (d) seeks to cooperate with the gender equity program carried out by the Gender Equity Coordinator of the sole state agency for the use of Perkins funds.

(Assurances concluded on next page)

I. ASSURANCES (concluded):

Annual reports of evaluation of effectiveness and progress of programs assisted with Perkins funds will be made to the appropriate state office in the manner designated by the sole state agency for the use of Perkins funds in Montana.

Authorized Representative:

Typed Name and Title

Date

Signature

Board Chairperson:

Typed Name

Date

Signature

II. WAIVER OF CONSORTIUM REQUIREMENT
(Applies only to Secondary School Applicants)

The annual allocation of Title II, Part C funds for this agency is \$_____. The minimum grant allocation amount set by section 231((b)(1), is \$15,000. A local education agency may enter into a consortium with other LEA's in order to attain the minimum grant requirement.

This local education agency requests waiver of that consortium requirement. This LEA is located in a rural, sparsely populated area as defined by the Montana State Plan for program years 1992 through 1994. For the purposes of providing vocational education services under P.L. 101-392, this eligible recipient is unable to enter into a consortium for the reasons given in attached documentation.

Authorized Representative:

Typed Name and Title

Date

Signature

Board Chairperson:

Typed Name

Date

Signature

III. SPECIAL POPULATIONS

A. Enrollment Data

Reported Year 199__

	Special Population Category:	Disadvantaged		LEP		Handicapped		Gender Equity		Corrections	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
VOCATIONAL EDUCATION PROGRAMS											
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											
17.											
18.											
19.											
20.											

Complete Section II(A) for each eligible recipient, including each involved in a consortium. Attach additional pages if necessary to report data on ALL vocational education programs offered by the eligible recipient or consortium.

Report only on those programs that meet the following definition of vocational education program in section 521(41) of P.L. 101-392:

The term "vocational education" means organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning, and problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. Such term also includes applied technology education.

DEFINITIONS
Applicable to P.L. 101-392

(In order of reporting on page three)

"Disadvantaged" means individuals (other than individuals with handicaps) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in vocational education programs. Such terms include individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are identified as dropouts, or potential dropouts from, secondary school.

"Limited English proficiency" describes those individuals who were not born in the United States or whose native language is a language other than English; who come from environments where a language other than English is dominant; OR who are American Indian and Alaskan Native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency AND who have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the primary language of instruction is English, or to participate fully in our society.

"Handicapped" means individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or persons who because of sufficient learning disabilities require special education and related services and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

"Gender Equity" refers to the numerical balance of enrollments by gender. List the total number of males and females enrolled in the vocational program. Enrollments of 75.1 to 100% of one gender are considered to show gender inequity.

"Criminal offender" means any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender. List such offenders served in your program -- either on in your school or through arrangements with a correctional facility.

III. SPECIAL POPULATIONS(continued)

B. Assessment of Needs of Special Populations

Describe how the needs of EACH of the five special populations included in Section A. will be assessed AND describe the planned use of funds to meet such needs, including how students who are economically disadvantaged, students of limited English proficiency, and students with handicaps will be assisted to succeed through supportive services such as counseling, English-language instruction, child care, and special aids.

C. Access, Outreach, Recruitment

Describe how access to programs of good quality will be provided to students who are economically disadvantaged (including foster children), students with handicaps, and students of limited English proficiency through affirmative outreach and recruitment efforts.

D. Monitoring

Describe how this eligible recipient will monitor the provision of vocational education to individuals who are members of special populations, including consistency with IEP's of handicapped students.

E. Cooperation with Gender Equity Program

Describe the active cooperation with the State's gender equity program within the eligible recipient.

IV. PLANNED USES OF PERKINS FUNDS

Perkins funds will be used to improve vocational education programs, with the full participation of individuals who are members of special populations, at a limited number of sites or for a limited number of program areas. **PRIORITY FOR ASSISTANCE WILL BE GIVEN TO SITES OR PROGRAMS THAT SERVE THE HIGHEST CONCENTRATIONS OF INDIVIDUALS WHO ARE MEMBERS OF SPECIAL POPULATIONS.** (Planned use of funds must coincide with the uses listed on page ten of this application.)

A. Areas of Weakness

The attached Self-Assessments of program quality reveal the following areas of weakness in the quality of vocational programs and/or in serving special populations in the applicant agency OR in all agencies involved in the consortium: (list all weaknesses)

IV. PLANNED USES OF FUNDS (continued)

B. Plans to Improve Vocational Programs

This eligible recipient plans to use the Perkins allocation to improve the vocational education programs listed below. **FUNDING PRIORITY MUST BE GIVEN TO THOSE PROGRAMS NEEDING IMPROVEMENT THAT SERVE THE HIGHEST CONCENTRATIONS OF INDIVIDUALS WHO ARE MEMBERS OF THE SPECIAL POPULATIONS.** For each assisted program, describe its size, scope and quality; how it integrates academic and vocational education in a coherent sequence of courses so that students achieve both academic and occupational competencies; how it provides equitable participation for the special populations consistent with the assurances stated in this application; and how the demonstrated occupational needs of the area have been considered when selecting programs to be assisted.

C. Planned Funding Distribution

The planned funding distribution of the allocation is reflected in the table on page six of this format. Perkins funds will be used to improve each targeted site/program through the approved uses of funds for the listed amounts that total annually to the formula-allocated amount of this eligible recipient. Any additional allocations would be spent as indicated under "Additional Allocation".

D. Detailed Budgets

A detailed budget is submitted for EACH planned use of the allocated funds according to the format shown on page seven. Although no matching funds are required, listing of other funds that will be used to provide the planned services must be listed to meet federal reporting requirements.

An aggregate budget across all planned uses of funds for the three-year application is submitted that shows planned expenditures of Perkins and/or other funds for vocational guidance and counseling services.

FUNDING DISTRIBUTION TABLE

5

<u>Program Year 1992</u>			
<u>Allowable Funds Use/Site or Program(s)</u>	<u>Perkins</u>	<u>Other</u>	<u>Total</u>
	\$	\$	\$
_____	_____	_____	_____
Total allocation	_____	_____	_____
<u>Additional Allowable Uses/Site or Program(s):</u>			
_____	_____	_____	_____
If additional allocation	_____	_____	_____

<u>Program Year 1993</u>			
<u>Allowable Funds Use/Site or Program(s)</u>	<u>Perkins</u>	<u>Other</u>	<u>Total</u>
	\$	\$	\$
_____	_____	_____	_____
Total allocation	_____	_____	_____
<u>Additional Uses/Site or Program(s):</u>			
_____	_____	_____	_____
If additional allocation	_____	_____	_____

<u>Program Year 1994</u>			
<u>Allowable Funds Use/Site or Program(s)</u>	<u>Perkins</u>	<u>Other</u>	<u>Total</u>
	\$	\$	\$
_____	_____	_____	_____
Total allocation	_____	_____	_____
<u>Additional Uses/Site or Program(s):</u>			
_____	_____	_____	_____
If additional allocation	_____	_____	_____

FEDERAL VOCATIONAL FUNDS DETAILED BUDGET

Eligible Subrecipient

Project Number

	First Year Budget		Second Year Budget		Third Year Budget	
	Federal Funds	Other Funds	Federal Funds	Other Funds	Federal Funds	Other Funds
PERSONAL SERVICES						
Salaries						
Hourly Wages						
FICA						
State Unemployment						
Teachers' Retirement						
Retirement - Other						
Insurance (specify)						
Total Personal Services						
OPERATING EXPENSES						
Contracted Services						
Honoraria						
Printing						
Supplies & Materials*						
Postage & Mailing						
Telephone						
Travel						
Rent						
Utilities						
Repair & Maintenance						
Other Expenses						
Total Operating Expenses						
INDIRECT COSTS						
INSTRUCTIONAL EQUIPMENT**						
TOTAL BUDGET						
Date						
State Approval Signature						

* Expenditures for all tangible property other than equipment as defined below.

** Expenditures for all tangible, non-expendable property having a useful life of more than one year and an acquisition cost of:

Secondary subrecipients = \$5,000 per unit

Postsecondary subrecipients = \$ 300 per unit

V. EVIDENCE OF COORDINATION AND CONSULTATION

- A. Describe methods used to coordinate vocational education services with relevant programs conducted under the Job Training Partnership Act (JTPA), including cooperative agreements established with private industry councils (PIC's) established under section 102(a) of the JTPA, in order to avoid duplication and to expand the range of and accessibility to vocational education services. Attach documentation of coordination, including, but not limited to, evidence that the local application was shared prior to its submission by the March 1st deadline.
- B. Describe methods used to coordinate with community-based organizations within the eligible recipient's service area. Attach documentation of coordination.
- C. Describe the methods used to develop vocational education programs in consultation with parents and students of each of the five special populations. Attach documentation of coordination.
- D. Describe the methods used to coordinate vocational education planning for individuals with handicaps among appropriate representatives of vocational education, special education, and State vocational rehabilitation agencies. Attach documentation of coordination.
- E. Describe the provisions for ensuring participation in vocational education programs by members of each of the five special populations who are enrolled in private secondary schools within the boundaries of the eligible recipient.
- F. Describe the methods used to ensure participation and active involvement in the development of this local application by: teachers of vocational education and related academic subjects (including prevocational teachers); counselors; adult vocational educators (including apprenticeship instructors/coordinators); advisory committees; student vocational organizations; and concerned area residents. Attach documentation of participation.

OBJECTIVES, ACTIVITIES, EVALUATION CRITERIA/PROCEDURES
 PLANNED USES OF P.L. 101-392 FUNDS

Program Year 199__

OBJECTIVES	ACTIVITIES	EVALUATION CRITERIA/PROCEDURES

ALLOWABLE USES OF P.L. 101-392 FUNDS
(Sections 235 and 516)

GENERAL AUTHORITY -- Each eligible recipient that receives a basic grant allocation shall use such grant funds to **IMPROVE** vocational education programs, with the **FULL PARTICIPATION** of individuals who are members of **SPECIAL POPULATIONS**, at a **LIMITED NUMBER OF SITES** or with respect to a **LIMITED NUMBER OF PROGRAM AREAS**.

PRIORITY -- Each eligible recipient that receives a basic grant allocation shall give priority for assistance with grant funds to sites or programs that serve the **HIGHEST CONCENTRATIONS** of individuals who are members of **SPECIAL POPULATIONS**.

REQUIREMENTS FOR USES OF FUNDS -- Funds shall be used to provide vocational education in programs that (a) are of such size, scope, and quality as to be effective; (b) integrate academic and vocational education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies; and (c) provide equitable participation in such programs for the special populations consistent with the assurances and requirements in section 118.

ALLOWABLE USES OF FUNDS

- o Upgrading of curriculum
- o Purchase of equipment, including instructional aids
- o Inservice training of both vocational and academic instructors working with vocational students for integrating academic and vocational education
- o Guidance and counseling
- o Remedial courses
- o Adaptation of equipment
- o Tech-Prep education programs
- o Supplementary services designed to meet the needs of special populations
- o The cost of a special populations coordinator paid in whole or in part from Perkins funds who must be a qualified counselor or teacher to ensure that individuals who are member of special populations are receiving adequate services and job skill training
- o Apprenticeship programs
- o Programs that are strongly tied to economic development efforts in Montana
- o Programs which train adults and students for all aspects of the occupation in which job openings are projected or available
- o Comprehensive mentor programs in institutions of higher education offering comprehensive programs in teacher preparation, which seek to fully use the skills and work experience of individuals currently or formerly employed in business or industry who are interested in becoming classroom instructors and to meet the needs of vocational educators who wish to upgrade their teaching competencies
- o Provision of education and training through arrangements with private vocational training institutions, private postsecondary educational institutions, employers, labor organizations, and joint labor-management apprenticeship programs whenever such institutions, employers, labor organizations, or programs can provide substantially equivalent training at a lessor cost, or can provide equipment or services not available in public institutions
- o Paying for the costs of vocational education services required in an individualized education plan (IEP) developed in accordance with sections 612(4) and 614(a)(5) of the Education of the Handicapped Act, in a manner consistent with section 614(a)(1) of that Act, and services necessary to meet the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to vocational education
- o Work site programs such as cooperative vocational education, programs with community-based organizations, work-study, and apprenticeship programs
- o Placement services for students who have successfully completed vocational education programs
- o Programs which involve students in addressing the needs of the community in the production of goods or services which contribute to the community's welfare or which involve the students with other community development planning, institutions, and enterprises.

**SELF-ASSESSMENT OF
QUALITY OF VOCATIONAL-TECHNICAL PROGRAMS**

Agency: _____ Date: _____

Name and Title of Assessor: _____

Signature of Assessor: _____

Instructional Program Assessed: _____

ASSESSMENT FACTORS	YES	NO
---------------------------	------------	-----------

- | | | |
|---|-------|-------|
| 1. Integrates academic and vocational-technical education. | | |
| a) Accreditation standards of Northwest Association of
Schools and Colleges have been achieved.
Date of accreditation: _____ | _____ | _____ |
| b) Other: Specify <u>additional</u> evidence

_____ | | |
| 2. Sequential courses of study leading to both academic and
occupational competencies are in place for all offerings. | | |
| a) Accreditation standards of Northwest Association of
Schools and Colleges have been achieved.
Date of accreditation _____ | _____ | _____ |
| b) Sequence is accurately reflected in current agency
catalog.
Date of last catalog update _____ | _____ | _____ |
| c) Other: Specify <u>additional</u> evidence

_____ | | |
| 3. Work skill attainment and job placement data reflect
increases in student work skill attainment and job
acquisition. | | |
| a) Agency determines entry level academic/scholastic
skills of entering students.
Assessment(s) used: _____
_____ | _____ | _____ |
| b) Successful progression through the program of study
is measured according to attainment of specific bench-
mark skills, knowledge, attitudes and work behaviors
relevant to the occupational competency.
Skill attainment assessed by: _____

_____ | _____ | _____ |

ASSESSMENT FACTORS

YES

NO

- c) Job placement data are collected annually and reflect job attainment by program completers of 80% or better across all program areas.

Agency aggregate placement rate is: _____%

4. Increase of linkages between secondary and postsecondary educational institutions is demonstrated.

Evidence of specific articulation agreements:

5. Instruction and experience in courses include, to the extent practicable, all aspects of the industry the students are preparing to enter as evidenced by advisory committee evaluation and use of relevant industry-validated competencies.

Evidence: _____

6. Agency has the ability to meet the vocational-technical education needs of special populations as evidenced by specific recruitment, retention, accessibility, basic skills enhancement, and other (specify) strategies.

- a. Disadvantaged
b. Handicapped
c. Limited English proficient
d. Gender equity program participants
e. Individuals in correctional institutions

Evidence: _____

7. Programs are relevant to the workplace and to the occupations for which students are being trained and realistically reflect assessment of current and future labor market needs, including areas of emerging technologies as evidenced by:

- a) Consistency with current NOICC/SOICC data
b) Compliance with Board of Regent policy on new programs
c) Advisory committee validation of curricula
d) Employee and employer followup

ASSESSMENT FACTORS

YES

NO

8. Vocational-technical curricula, equipment and instructional materials meet the demands of the workforce as evidenced by

- a) Periodic updating of laboratories
- b) Professional development of faculty
- c) Direct work experience of faculty in subject area
- d) Institution/Industry partnerships to provide experience with state-of-the-art technology
- e) Continual acquisition of current instructional materials and learning resources
- f) Periodic assessment and revision of curricula

9. Courses include basic and higher order current and future workplace competencies that reflect hiring needs of employers as evidenced by

- a) Industry-validated curricula that include critical thinking skills, workplace competencies and behaviors
- b) Employer followup
- c) Former student followup
- d) Other: (specify)

APPENDIX L

Requests for Proposals for Title II funds (other than local application) and Title III funds

Listing of Appendix Contents

- o Section 221 - Single Parents/Displaced Homemakers/Single Pregnant Women funds AND
Section 222 - Gender Equity funds
- o Section 225 - Corrections Education funds
- o Section 201 - State Leadership funds
- o Title III, Part A - State Assistance for Vocational Education Support Programs by Community-based Organizations funds
- o Title III, Part B - Consumer and Homemaking Education funds
- o Title III, Part E - Tech-Prep Programs funds

REQUEST FOR PROPOSALS
Program Year 1992

**Programs for Single Parents, Displaced Homemakers, and
Single Pregnant Women**
Carl D. Perkins Vocational and Applied Technology Education Act
Title IIB, Section 221

Introduction

The Gender Equity Coordinator of the Office of the Commissioner of Higher Education is responsible for the administration and distribution of funds in this Title II, Part B category. The Gender Equity Coordinator is Ms. Carol J. Farris. All inquiries about funding and requirements in this category at both the secondary and postsecondary levels should be directed to her at 33 South Last Chance Gulch, Helena, MT, 59620, or at telephone (406)444-5950.

A. Purpose and Federal Requirements

The purpose of this category of funding is to provide the targeted population with MARKETABLE SKILLS. Funds in this category may ONLY be used to:

1. Provide, subsidize, reimburse, or pay for preparatory* services, including instruction in basic academic and occupational skills, necessary educational materials, and career guidance and counseling services, in preparation for vocational education and training that will furnish the targeted group with marketable skills;
2. Make grants to eligible recipients for expanding preparatory services and vocational education services when the expansion directly increases the eligible recipient's capacity for providing the targeted group with marketable skills;
3. Make grants to community-based organizations of demonstrated effectiveness for the provision of preparatory and vocational education services to the targeted group;
4. Make preparatory services and vocational education and training more accessible to the targeted group by assisting such individuals with dependent care, transportation services, or special services and supplies, books, and materials, or by organizing and scheduling programs so that they are more accessible; or
5. Provide information about vocational education programs, related support services and career counseling to the targeted group.

* The term "preparatory services" means services, programs, or activities designed to assist individuals who are not enrolled in vocational education programs in the selection of, or preparation for participation in, an appropriate vocational education or training program, such as: (a) services, programs, or activities related to outreach to or recruitment of potential vocational education students; (b) career counseling and personal counseling; (c) vocational assessment and testing; and (d) other appropriate services, programs, or activities.

Montana is required by section 113(b)(11) to ensure that, in the use of funds under section 221, the State will emphasize assisting individuals with the greatest financial need, and that the State will give special consideration to displaced homemakers who because of divorce, separation, or the death or disability of a spouse must prepare for paid employment.

Non-federal matching funds are required only for half of any grant administrative costs charged to federal funds.

Perkins funds can supplement, but not supplant, other funding sources.

B. Why Equity Training in Montana?

"By this time we can all cite the discrimination and the prejudices... But if we are to go beyond this awakening, we must realize that past discrimination has left us without any structures, traditions, or guidelines to support us in the search for freedom...."
Sherry Sonnett Trumbo, "A Women's Place is in the Oven"

Through training we can create and reinforce the structures and traditions that support gender equity in education, so that future generations contribute to the larger society according to their skills and abilities without the artificial restrictions discrimination imposes.

Requirement

Project directors of proposals to use Section 221 funds are expected to have at least eight contact hours of gender equity training each year. All gender equity training must be documented with the Gender Equity Coordinator (GEC) of the Office of the Commissioner of Higher Education at the time of the training or as soon after completion as possible, but in all cases sufficiently in advance of the proposal submission deadline to allow the GEC to respond to the documentation in writing so the approval may be submitted with the proposal.

Need

"It is the purpose of (the Perkins) Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population." (Section 2, P.L. 101-392) The emphasis on gender equity is evident throughout the Act. Non-traditional enrollments represent one of the five special populations to be addressed by applicant agencies when using Perkins funds. All local applications must be reviewed by the GEC. The GEC must develop an annual plan for the use of section 221 funds and is responsible for the administration of those funds in the state. Those agencies using Consumer and Homemaking Education funds must describe their efforts to work cooperatively with the GEC to eliminate gender stereotyping and bias in the provision of their services. It is difficult to imagine a stronger Congressional commitment to gender equity in vocational education.

The Final Report (July 1989) on Implementation of the Perkins Act by the National Assessment of Vocational Education for the U.S. Department of Education found that "over the past two decades, sex segregation in vocational enrollments has hardly changed." (page 140)

We have moved from an emphasis in the 1960's on equal opportunity to a realization in the 1990's that we must ensure equal outcomes for students if our national economy is to be competitive in the world of today and the future. The courts are increasing our understanding of the ramifications for education through new case law almost daily.

The purpose of equity training of personnel of schools and community-based organizations is to increase the number of students who enroll in vocational education courses that are nontraditional for their gender. There is a wide range of understanding about equity issues among vocational teachers. At a round table discussion in a technical assistance meeting in Montana last year, one vocational teacher said he didn't have "an equity problem" because he didn't have any girls enrolled in his classes. Another vocational teacher in the same discussion said that he figured his own classes could only maintain acceptable enrollment levels if he actively recruited and kept girls in his classes. One teacher did not know how "equity" applied to his work as a teacher and the other understood its direct relationship to one measure of "success" in his job.

Growth in understanding equity issues takes place over a lifetime. Practices which support educational equity evolve through application and study and must be used consistently if students are to benefit. Equity is not a subject one can learn in one day, in one class, or for all time.

Training Options

Training which meets the requirement for eight hours of equity training annually may be obtained from a variety of sources. This listing is meant to suggest this variety -- no preference for one type of training is implied by its place on the list. Training opportunities are:

- o Gender/Ethnic Expectations-Student Achievement (GESA) training
- o GESA facilitator training
- o Attendance of GESA-trained personnel at annual GESA up-dates sponsored by the Office of Public Instruction
- o Participation in GESA for Parents as a trainer, parent, or school-home coordinator
- o Title IX/EEO Coordinator training offered by the Gender Equity Specialist of the Office of Public Instruction
- o Participation in Regional Equity Network activities such as the annual "Think Purple Week" and Montana Equity Awards process
- o Active membership on the State Equity Advisory Council
- o Professional workshops on equity at teacher training days and conferences such as the Montana Vocational Association, Montana Indian Education Forum, Montana Federation of Teachers, Education East, etc.
- o Both the Gender Equity Coordinator and the Gender Equity Specialist are available to present workshops on specific gender equity topics and may be called upon to arrange training.

- o Workshops by other qualified state or professional management consultants, such as the Montana Department of Administration's annual EEO conference.
- o Attendance at the biennial statewide equity conference -- the next one will be June 18-19, 1991, in Great Falls.
- o Continuing education courses taken for certification renewal which have gender equity as a predominant concern, if documented with the Gender Equity Coordinator.
- o Serving as the gender-equity-in-education chairperson of a professional organization with a commitment to gender equity, such as the national Home Economics Teachers Organization, or other similar professional organization participation, if documented with the Gender Equity Coordinator.
- o Participation in the National SEED (Seeking Educational Equity and Diversity) Project for Secondary School Teachers sponsored annually by Wellsley College, Center for Research on Women, or similar projects.
- o In-service training in gender equity by someone with training and background in gender equity, if approved and documented with either the Gender Equity Coordinator or the Gender Equity Specialist of the Office of Public Instruction at the time of the in-service.
- o Other activities promoting gender equity in education may be suggested to the Gender Equity Coordinator for approval.

Gender equity training credit for personal reading is not an option, because change in a group setting must involve most of the personnel of the school or organization. If you have questions, or would like further information about gender equity training sessions already scheduled or about the Regional Equity Networks in Montana, contact the Gender Equity Coordinator.

C. Funds and Funding Distribution

It is anticipated that there will be \$331,639 available in program year 1992 in this category. This is the same amount that was available in program year 1990, as required by the "hold harmless" provision in section 102(c)(1) of the new Act.

Available funds will be distributed on a competitive basis with preference given to: highly ranked proposals serving displaced homemakers; highly ranked proposals that address the Gender Equity Coordinator's Annual Plan priorities; and, geographic distribution of services. All qualified proposals will be read and rated by at least two readers from a lay panel. The Gender Equity Coordinator will use the rank order of proposals when determining the funding distribution in accordance with the State Plan. In order to achieve geographic distribution of funds, priority will be given to high-ranking proposals from eligible recipients and/or qualified agencies in the areas of Kalispell, Missoula, Dillon, Butte, Bozeman, Helena, Great Falls, Havre, Lewistown, Billings, Miles City, and Glendive that are able to provide outreach and services to displaced homemakers in rural sections of their surrounding service areas.

Budget negotiations will be conducted by the Gender Equity Coordinator with agencies of the highest ranked proposals for the purpose of funding as many of the eligible proposals as possible. Amounts of grants will not exceed \$35,000 per proposal. It should be clearly understood that the proposals selected will not necessarily receive the grant amount requested if a lesser amount is determined to be appropriate.

D. Qualified Proposals

Qualified proposals must meet the following criteria:

- o Be submitted by an eligible recipient or community-based organization of demonstrated effectiveness in serving the targeted group
- o Meet the requirements for the use of funds in section 221
- o Address each of the requirements in the RFP
- o Provide assurances and implementation procedures to ensure that individuals with the greatest financial need will be primary recipients of services
- o Be received no later than 5:00 p.m. on March 1, 1991, at the Office of the Commissioner of Higher Education at 33 South Last Chance Gulch, Helena, MT 59620-2602

E. Funded Projects

Agencies receiving funding must submit three quarterly fiscal and enrollment reports and comprehensive final fiscal and narrative reports to the Gender Equity Coordinator. Copies of all publicity for a funded project must be forwarded to the Gender Equity Coordinator when published or aired. Accomplishments of the project must be documented.

F. Critical Dates

March 1, 1991	DEADLINE for receipt of proposals at OCHE
May 1, 1991	Funding notification to applicants
June 14, 1991	Approved budget issued by Gender Equity Coordinator
July 1, 1991	Funding of projects begins
October 30, 1991	First Progress Report due
January 30, 1992	Second Progress Report due
April 30, 1992	Third Progress Report due
July 30, 1992	Final Report due (August 15, 1992, is the final deadline for the summary fiscal report and for the narrative report for projects with activities funded through June 30, 1992)

REQUIREMENTS OF RFP

A complete proposal will contain:

1. A needs assessment or proposal in response to Gender Equity Coordinator's priorities
2. A written proposal, with signed assurances and evidence of coordination, in the format required

A. Needs Assessment

A needs assessment must be conducted before the proposal is written. The cost of the needs assessment is not reimbursable. The assessment should include both qualitative and quantitative data to establish the reason for your agency's proposal. Five common methods of assessment are described in the attached Supplement to this RFP. Any method of needs assessment may be used; your method and its results must be described in your proposal.

The Gender Equity Coordinator is required to develop an annual plan for the use of all funds available for this purpose. Projects which have been identified in this plan do not require the agency to perform an independent needs assessment; instead, insert a statement that your proposal is made in response to the annual plan of the Gender Equity Coordinator.

B. Annual Plan Projects

Proposals are specifically solicited for the following identified projects:

- o Computer literacy/office skills training
- o Prevocational/Assessment/Planning Services in preparation for vocational education and training for marketable skills
- o Outreach to rural populations in the agency's geographic area
- o Eliminating math anxiety in preparation for other vocational training

C. Proposal Format (see attached RFP form)

D. Proposal Rating Form (see attached Rating form)

attachments (3)

REQUEST FOR PROPOSALS

Program Year 1992

Gender Equity Programs

Carl D. Perkins Vocational and Applied Technology Education Act
Title IIB, Section 222

Introduction

The Gender Equity Coordinator of the Office of the Commissioner of Higher Education is responsible for the administration and distribution of funds in this Title II, Part B category. The Gender Equity Coordinator is Ms. Carol J. Farris. All inquiries about funding and requirements in this category at both the secondary and postsecondary levels should be directed to her at 33 South Last Chance Gulch, Helena, MT, 59620, or at telephone (406)444-5950.

A. Purpose and Federal Requirements

Funds in this category can be used ONLY for:

1. Programs, services, comprehensive career guidance and counseling, and activities to eliminate gender bias and stereotyping in secondary and postsecondary vocational education;
2. Preparatory* services and vocational education programs, services, and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families; and
3. Support services for individuals participating in vocational education programs, services, and activities described above, including dependent-care services and transportation.

* The term "preparatory services" means services, programs, or activities designed to assist individuals who are not enrolled in vocational education programs in the selection of, or preparation for participation in, an appropriate vocational education or training program, such as: (a) services, programs, or activities related to outreach to or recruitment of potential vocational education students; (b) career counseling and personal counseling; (c) vocational assessment and testing; and (d) other appropriate services, programs, or activities.

The Gender Equity Coordinator may waive the age limit included in the second allowable use whenever she determines that the waiver is essential to meet the objectives of funds use.

Montana is required by section 113(b)(12) to ensure that, in the use of funds under section 222, the State will furnish relevant training and vocational education activities to men and women who desire to enter occupations that are not traditionally associated with their gender.

Non-federal matching funds are required only for half of any grant administrative costs charged to federal funds.

Perkins funds can supplement, but not supplant, other funding sources.

B. Why Equity Training in Montana?

"By this time we can all cite the discrimination and the prejudices... But if we are to go beyond this awakening, we must realize that past discrimination has left us without any structures, traditions, or guidelines to support us in the search for freedom...."
Sherry Sonnett Trumbo, "A Women's Place is in the Oven"

Through training we can create and reinforce the structures and traditions that support gender equity in education, so that future generations contribute to the larger society according to their skills and abilities without the artificial restrictions discrimination imposes.

Requirement

Project directors of proposals to use Section 222 funds are expected to have at least eight contact hours of gender equity training each year. All gender equity training must be documented with the Gender Equity Coordinator (GEC) of the Office of the Commissioner of Higher Education at the time of the training or as soon after completion as possible, but in all cases sufficiently in advance of the proposal submission deadline to allow the GEC to respond to the documentation in writing so the approval may be submitted with the proposal.

Need

"It is the purpose of (the Perkins) Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population." (Section 2, P.L. 101-392) The emphasis on gender equity is evident throughout the Act. Non-traditional enrollments represent one of the five special populations to be addressed by applicant agencies when using Perkins funds. All local applications must be reviewed by the GEC. The GEC must develop an annual plan for the use of section 221 funds and is responsible for the administration of those funds in the state. Those agencies using Consumer and Homemaking Education funds must describe their efforts to work cooperatively with the GEC to eliminate gender stereotyping and bias in the provision of their services. It is difficult to imagine a stronger Congressional commitment to gender equity in vocational education.

The Final Report (July 1989) on Implementation of the Perkins Act by the National Assessement of Vocational Education for the U.S. Department of Education found that "over the past two decades, sex segregation in vocational enrollments has hardly changed." (page 140)

We have moved from an emphasis in the 1960's on equal opportunity to a realization in the 1990's that we must ensure equal outcomes for students if our national economy is to be competitive in the world of today and the future. The courts are increasing our understanding of the ramifications for education through new case law almost daily.

The purpose of equity training of personnel of schools and community-based organizations is to increase the number of students who enroll in vocational education courses that are nontraditional for their gender. There is a wide range of understanding about equity issues among vocational teachers. At a round table discussion in a technical assistance meeting in Montana last year, one vocational teacher said he didn't have "an equity problem" because he didn't have any girls enrolled in his classes. Another vocational teacher in the same discussion said that he figured his own classes could only maintain acceptable enrollment levels if he actively recruited and kept girls in his classes. One teacher did not know how "equity" applied to his work as a teacher and the other understood its direct relationship to one measure of "success" in his job.

Growth in understanding equity issues takes place over a lifetime. Practices which support educational equity evolve through application and study and must be used consistently if students are to benefit. Equity is not a subject one can learn in one day, in one class, or for all time.

Training Options

Training which meets the requirement for eight hours of equity training annually may be obtained from a variety of sources. This listing is meant to suggest this variety -- no preference for one type of training is implied by its place on the list. Training opportunities are:

- o Gender/Ethnic Expectations-Student Achievement (GESA) training
- o GESA facilitator training
- o Attendance of GESA-trained personnel at annual GESA up-dates sponsored by the Office of Public Instruction
- o Participation in GESA for Parents as a trainer, parent, or school-home coordinator
- o Title IX/EEO Coordinator training offered by the Gender Equity Specialist of the Office of Public Instruction
- o Participation in Regional Equity Network activities such as the annual "Think Purple Week" and Montana Equity Awards process
- o Active membership on the State Equity Advisory Council
- o Professional workshops on equity at teacher training days and conferences such as the Montana Vocational Association, Montana Indian Education Forum, Montana Federation of Teachers, Education East, etc.
- o Both the Gender Equity Coordinator and the Gender Equity Specialist are available to present workshops on specific gender equity topics and may be called upon to arrange training.
- o Workshops by other qualified state or professional management consultants, such as the Montana Department of Administration's annual EEO conference.
- o Attendance at the biennial statewide equity conference -- the next one will be June 18-19, 1991, in Great Falls.

- o Continuing education courses taken for certification renewal which have gender equity as a predominant concern, if documented with the Gender Equity Coordinator.
- o Serving as the gender-equity-in-education chairperson of a professional organization with a commitment to gender equity, such as the national Home Economics Teachers Organization, or other similar professional organization participation, if documented with the Gender Equity Coordinator.
- o Participation in the National SEED (Seeking Educational Equity and Diversity) Project for Secondary School Teachers sponsored annually by Wellsley College, Center for Research on Women, or similar projects.
- o In-service training in gender equity by someone with training and background in gender equity, if approved and documented with either the Gender Equity Coordinator or the Gender Equity Specialist of the Office of Public Instruction at the time of the in-service.
- o Other activities promoting gender equity in education may be suggested to the Gender Equity Coordinator for approval.

Gender equity training credit for personal reading is not an option, because change in a group setting must involve most of the personnel of the school or organization. If you have questions, or would like further information about gender equity training sessions already scheduled or about the Regional Equity Networks in Montana, contact the Gender Equity Coordinator.

C. Funds and Funding Distribution

It is anticipated that there will be \$135,404 available in program year 1992 in this category. This is the same amount that was available in program year 1990, as required by the "hold harmless" provision in section 102(c)(1) of the new Act.

Available funds will be distributed on a competitive basis with preference given to highly ranked proposals that address the Gender Equity Coordinator's Annual Plan priorities. All qualified proposals will be read and rated by at least two readers from a lay panel. The Gender Equity Coordinator will use the rank order of proposals when determining the funding distribution in accordance with the State Plan. In order to achieve geographic distribution of funds, priority will be given to high-ranking proposals from eligible recipients and/or qualified agencies in the areas of Kalispell, Missoula, Dillon, Butte, Bozeman, Helena, Great Falls, Havre, Lewistown, Billings, Miles City, and Glendive that are able to provide outreach and services in rural sections of their surrounding service areas.

Budget negotiations will be conducted by the Gender Equity Coordinator with agencies of the highest ranked proposals for the purpose of funding as many of the eligible proposals as possible. Amounts of grants will not exceed \$35,000 per proposal. It should be clearly understood that the proposals selected will not necessarily receive the grant amount requested if a lesser amount is determined to be appropriate.

D. Qualified Proposals

Qualified proposals must meet the following criteria:

- o Be submitted by an eligible recipient or community-based organization of demonstrated effectiveness in serving the targeted group
- o Meet the requirements for the use of funds in section 222
- o Address each of the requirements in the RFP
- o Be received no later than 5:00 p.m. on March 1, 1991, at the Office of the Commissioner of Higher Education at 33 South Last Chance Gulch, Helena, MT 59620-2602

E. Funded Projects

Agencies receiving funding must submit three quarterly fiscal and enrollment reports and comprehensive final fiscal and narrative reports to the Gender Equity Coordinator. Copies of all publicity for a funded project must be forwarded to the Gender Equity Coordinator when published or aired. Accomplishments of the project must be documented.

F. Critical Dates

March 1, 1991	DEADLINE for receipt of proposals at OCHHE
May 1, 1991	Funding notification to applicants
June 14, 1991	Approved budget issued by Gender Equity Coordinator
July 1, 1991	Funding of projects begins
October 30, 1991	First Progress Report due
January 30, 1992	Second Progress Report due
April 30, 1992	Third Progress Report due
July 30, 1992	Final Report due (August 15, 1992, is the final deadline for the summary fiscal report and for the narrative report for projects with activities funded through June 30, 1992)

REQUIREMENTS OF RFP

A complete proposal will contain:

1. A needs assessment or proposal in response to Gender Equity Coordinator's priorities
2. A written proposal, with signed assurances and evidence of coordination, in the format required

A. Needs Assessment

A needs assessment must be conducted before the proposal is written. The cost of the needs assessment is not reimbursable. The assessment should include both qualitative and quantitative data to establish the reason for your agency's proposal. Five common methods of assessment are described in the attached Supplement to this RFP. Any method of needs assessment may be used; your method and its results must be described in your proposal.

The Gender Equity Coordinator is required to develop an annual plan for the use of all funds available for this purpose. Projects which have been identified in this plan do not require the agency to perform an independent needs assessment; instead, insert a statement that your proposal is made in response to the annual plan of the Gender Equity Coordinator.

B. Annual Plan Projects

Proposals are specifically solicited for the following identified projects:

- o Increasing gender nontraditional enrollment in secondary vocational education classes
- o Developing a statewide plan for recruitment and retention of postsecondary vocational students in gender nontraditional career training
- o Editing and production of useable training videos from the (June) 1991 IMAGE conference tapes
- o Placement activities for graduates of gender nontraditional courses into their chosen (i.e., nontraditional) fields
- o Testing the "Workplace Realities" curriculum developed in PY91 by the Gender Equity Coordinator

Support services of dependent care and transportation for individuals participating in gender equity programs are a permitted use of equity funds. Plans which would use Montana's equity funds for such supportive services must show evidence that no other resource to provide such supportive services is available to the eligible individuals.

C. Proposal Format (see attached RFP form)

D. Proposal Rating Form (see attached Rating form)

attachments (3)

SUPPLEMENT TO RFP's FOR SECTIONS 221 AND 222 FUNDS

Five Methods of Assessing Needs

1. Community Forums

The community forum is a meeting or a series of meetings of citizens to assess needs. The meetings should be advertized widely and held in a neutral place at a convenient time to encourage participation of a wide range of citizens. It is important to ensure that all in attendance have the opportunity to express their opinions. A good technique for encouraging input is to have the participants break into small discussion groups for part of the meeting.

Advantages of the community forum:

- o Serves as a low-cost method for providing public input into the planning process
- o Usually enables citizens to feel a high level of involvement and satisfaction with the experience if it is conducted so as to assure that all participants have an opportunity to express their views
- o Can be a vehicle for identifying leaders who are willing to assist with future programs

Disadvantages of the community forum:

- o May not be attended by an unbiased cross-section of the community
- o May be monopolized by a vocal minority or turn into gripe sessions if not organized and facilitated properly
- o May raise citizens' expectations that your organization will meet needs that are beyond the scope of your resources or capabilities
- o May yield data that are impressionistic and should be cross-validated by another technique

2. Focused Group Discussions

This approach involves gathering small groups of not more than 12 persons to identify needs. An effort should be made to ensure that the participants represent their population category. It is also important to ensure that equal participation through a technique such as the nominal group technique described below.

The conditions for a nominal group are simulated by having members first write their ideas of existing needs on a slip of paper without discussing these ideas. A period of from 5 to 15 minutes is usually required to write ideas, and the leader ensures there is no talking during this time. The next step is for each member, in turn, to voice an idea. As a need is suggested, it is written by the leader on a blackboard or flipchart. No evaluation of needs or discussion of them happens at this time. Needs are solicited until no more ideas differing from those already posted are suggested. A person may suggest needs not originally considered, and members are encouraged to build on each other's ideas. After all the needs are posted, the leader goes down the list of needs and asks if there are any questions, statement of clarification, or statements of agreement or disagreement regarding the relevance of the needs identified. There may also be a discussion of ways others in the community currently meet this need or have in the past.

Advantages of focused group discussions:

- o Cost effective means of gaining public input
- o Allows for the easy assembly of groups through existing organizations, although some biases may exist

Disadvantages of focuses group discussions:

- o May yield data that are impressionistic and should be cross-validated by other techniques

3. Key Informant

This is a method designed to elicit needs information from influential community members, such as public officials, industry representatives, or agency directors. Either personal interviews may be conducted or questionnaires mailed with telephone followup.

Advantages of key informant method:

- o Is quick, relatively uncomplicated, and inexpensive, especially when mailed questionnaires with telephone followup is used.
- o Provides public relations benefits:
 - can improve communication between those concerned with needs and key persons in the community
 - can develop support for addressing needs
 - can increase understanding of needs issues if some time is taken to provide interviewees with information

Disadvantages of key informant method:

- o May result in biased data if key informants represent special interests or do not know other segments of the community fully
- o May lead to biases if those who are most concerned with needs are selected for interview or are the ones most likely to respond
- o May yield results that are impressionistic and should be cross-validated by other techniques

4. Survey Research

To ensure methodological "purity," this method involves administering questionnaires through the newspaper, mail, phone, or personal interviews to obtain information on citizen perception of needs.

Advantages of survey research:

- o Most scientifically valid methods of obtaining information if the instrument is well-designed, pre-tested, and administered to a random sample; and if the response rate is high.

Disadvantages of survey research:

- o May be the most expensive method of needs assessment
- o Requires advanced research skills to design and analyze the survey instrument and to select the sample
- o Necessitates interviewer hiring and training
- o Requires that quality control be maintained throughout the data collection process
- o May require that data be analyzed by computer
- o May yield low response rates, particularly with mail surveys

5. Social Indicators

This approach involves the use of public records and reports, such as census data, vital statistics, economic indicators, and employment reports. These data are examined for incidences of social problems and their related characteristics. It is best to have data in a time series so trends can be identified. These trends may indicate areas for prevention and/or new programs.

Advantages of social indicators:

- o Uses data that have already been collected
- o Is helpful in substantiating other more impressionistic methods of needs assessment with "facts" or numbers

Disadvantages of social indicators:

- o May not reflect accurate picture, as individuals in need of services may not be seeking them (e.g., "discouraged" workers who no longer seek jobs and so are not reflected in unemployment figures)
- o Is not likely to identify new or emerging problems
- o May necessitate the use of records that are of questionable accuracy and/or not comparable across data collecting agencies
- o May involve the additional issues of confidentiality of client records

Conclusion

The use of at least two needs assessment methods that include both qualitative and quantitative data is recommended. Choice of methods will depend on resources available for needs assessment. The methods vary considerably with respect to the investment of time, money, and personnel required. The cost of the methods used should reflect the utility of the information obtained.

Your own client and project records, or the deliberate design of project record keeping in this and subsequent years, may make needs assessment requirements easier to meet.

FORMAT FOR PROPOSALS
SUBMITTED IN RESPONSE TO
REQUEST FOR PROPOSALS FOR FUNDS FROM THE
CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION AMENDMENTS OF 1990

___ SECTION 221 OR ___ SECTION 222

Applicant Agency: _____

Project Director: _____

Address: _____

Telephone No.: _____

Title of Proposed Project (14 words or less only):

UNDUPLICATED Number to be Served:

Section 221:	<u>Female</u>	<u>Male</u>	<u>Total</u>
Single Parents	_____	_____	_____
Displaced Homemakers	_____	_____	_____
Single Pregnant Women	_____	_____	_____
Total Economically Disadvantaged	_____	_____	_____
Section 222:	<u>Female</u>	<u>Male</u>	<u>Total</u>
Gender equity participants	_____	_____	_____

Complete Application includes:

_____ Complete RFP response according to approved format
_____ Signed assurances
_____ Documentation of interagency coordination
_____ Documentation of equity training

15 points

Summary of Project Director's Qualifications, Agency's Ability to Support Project

Describe the project director's qualifications for directing the activities of the proposed project. Do not describe the qualifications of a project administrator, if any, if not the same person as the project director. Include academic and work experience. If guidance or counseling activities are involved, the project director must either be certified as a school counselor (secondary level proposals) or have a master's degree in a relevant field (postsecondary level proposals).

Describe the ability of the applicant agency to support the project if it were funded, including its fiscal stewardship of federal funds. Describe the effectiveness of a community-based organization applicant agency to serve the targeted population.

20 points

Statement of Problem or Need

A needs assessment must be included -- either performed locally or substantiated by statistics from relevant publications or documents that substantiate the need for the proposed project. If the proposal specifically implements one of the Gender Equity Coordinator's project priorities, that statement must be made and local data provided to support the relevance of that priority to local needs.

The methods used and results of any local needs assessment must be thoroughly documented in the proposal application. (Refer to RFP Supplement on Methods of Assessment for technical assistance.)

10 points

Evidence of Interagency Coordination

Describe specific communication and coordination with other relevant service agencies taken prior to proposal submission that document awareness of the objectives of the proposal, the targeted population to be served, and prevention of unnecessary duplication of services. Attach specific letters of support and nonduplication OR signatures, titles and dates of review on a document specifically stating nonduplication and listing project objectives and population to be served.

If no other relevant service agencies exist in the applicant's service area, this must be stated as a substitute for evidence of coordination.

15 points

Objectives

Using the format shown on page 4 of this form, list the objectives that will be achieved as the result of the proposed project. All objectives (outcomes) must be stated in measurable terms and address the development of marketable skills.

10 points Activities to Achieve Objectives

Using the format shown on page 4 of this form, list the activities that will be carried out to accomplish EACH objective listed. State what will be done, by whom, and within what timeframe.

15 points Evaluation

Using the format shown on page 4 of this form, specifically state the means by which you will measure whether EACH of your stated objectives is achieved. Indicate when evaluations will occur during the program year.

10 points Results, Products and Dissemination

Indicate what products will result from project activities and how project results will be ACTIVELY shared with other vocational educators and interested persons.

15 points Gender Equity

Describe the ways in which your objectives, activities, and evaluation components address steps taken within the scope of the proposed project to achieve gender equitable enrollment in project services or gender neutral products resulting from project activities. Address nontraditional recruitment or project focus if involved in proposal.

Provide a copy of the agency's policy on nondiscrimination and the name of the Title IX coordinator.

Provide documentation of at least 8 hours of approved equity training within the last 12 months.

10 points Budget Narrative and Budget Form

Describe how the federal funds requested and other funds will be expended to achieve project objectives through the activities to be performed. Describe what expenditures will be made in Personal Services, Operating Expenses and Instructional Equipment budget categories. Include the source of match for any local administrative costs.

Complete the budget form on page 5 of this form.

120 points TOTAL MAXIMUM POINTS (Proposals that do not achieve at least 60 points between two readers will be disqualified.)

NOTE: A proposal will not be considered qualified to be sent to the readers if it is received after the submission deadline, does not include signed assurances, evidence of interagency coordination or equity training certification.

OBJECTIVES, ACTIVITIES, EVALUATION CRITERIA/PROCEDURES
 PLANNED USES OF P.L. 101-392 FUNDS

Program Year 199__

OBJECTIVES	ACTIVITIES	EVALUATION CRITERIA/PROCEDURES

FEDERAL VOCATIONAL FUNDS DETAILED PROJECT BUDGET

Eligible Subrecipient

Project Number

Expenditure Items	Original Budget		Revision No. 1		Revision No. 2		Revision No. 3	
	Federal Funds	Other Funds	Federal Funds	Other Funds	Federal Funds	Other Funds	Federal Funds	Other Funds
Administrative Match								
Salaries & Benefits								
Other Expenses								
Total Admin. Match								
PERSONAL SERVICES								
Salaries								
Hourly Wages								
FICA								
State Unemployment								
Teachers' Retirement								
Retirement - Other								
Insurance (specify)								
Total Personal Services								
OPERATING EXPENSES								
Contracted Services								
Honoraria								
Printing								
Supplies & Materials*								
Postage & Mailing								
Telephone								
Travel								
Rent								
Utilities								
Repair & Maintenance								
Other Expenses								
Total Operating Expenses								
INDIRECT COSTS								
INSTRUCTIONAL EQUIPMENT**								
TOTAL BUDGET								
Date								
State Approval Signature								

* Expenditures for all tangible property other than equipment as defined below.

** Expenditures for all tangible, non-expendable property having a useful life of more than one year and an acquisition cost of:

Secondary subrecipients = \$5,000 per unit

Postsecondary subrecipients = \$ 300 per unit

CERTIFICATION AND ASSURANCES
FOR USE OF FUNDS FROM THE
CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION AMENDMENTS OF 1990

The applicant will comply with the requirements of P.L. 101-392 (the Perkins Act) and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data. In particular, P.L. 101-392 funds will be used to supplement, and in no case to supplant, state or local funds.

The applicant assures the Board of Regents that services provided under the approved project will be provided in accordance with section 118 of P.L. 101-392, will not discriminate nor violate provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973.

Line 1:	_____	_____
	Chairman, Institutional Board of Trustees or Authorized Representative	Date
Line 2:	_____	_____
	President or Agency Director	Date
Line 3:	_____	_____
	Dean/Department Head/Administrator	Date
Line 4:	_____	_____
	Project Director	

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION
AMENDMENTS OF 1990

PROPOSAL REVIEW FORM
FOR SECTION 221 AND 222 FUNDS

Reader Number _____
Track no. of proposal _____

Total Points Earned _____
(Maximum = 120 points)

Applicant Agency: _____

Proposal Title: _____

Category: _____ 221 (SP/DH/SPW) _____ 222 (Gender Equity)

Instructions to Readers

Please rate the proposal in each of the areas listed below. Make comments on quality and completeness to assist the applicant in improving future proposal submissions.

Each proposal will be rated by two readers. Ratings with a 20-point discrepancy or higher will be rated by a third reader.

RATING COMPONENTS

Summary of Project Director's Qualifications, Agency's Ability to Support Project - (15 points possible) Project director is the person directly supervising (not just administering) or performing the work of the proposal. Agency must have capability to provide services and appropriate stewardship of funds and must have demonstrated effectiveness in serving targeted population.

_____ Academic and work experience are adequate for conducting/supervising the work of the proposed project. (10 points) (If guidance or counseling services are included in the proposal, evidence of status as a certified school counselor (at the secondary level) or attainment of a relevant master's degree (postsecondary level) is required.)

_____ Agency has demonstrated ability to support project and effectiveness in serving targeted population. (5 points)

Comments:

Statement of Problem or Need - (20 points possible)

- _____ Either a local needs assessment was performed and thoroughly reported (including method and results) OR one of the priorities for proposals identified by the Gender Equity Coordinator is the stated focus of the proposal. (10 points)
- _____ The problem or need statement presents a clear, concise justification for the objectives of the proposal and includes relevant agency statistics or information from relevant documents and publications that support the results of the agency's needs assessment or the Equity Coordinator's priority. (10 points)

Comments:

Evidence of Interagency Coordination - (10 points possible)

- _____ Thorough contact is documented, either in the form of letter(s) of support for the specific objectives and targeted population to be served and a statement of non-duplication of services from each relevant service provider in the applicant's service area or as a listing of objectives and population to be served with titles, signatures and dates of signature of relevant community service providers indicating awareness of project intentions and certification of non-duplication of services. Full points may also be awarded if substantiation is provided that no other local services exist in the applicant's service area. (10 points)

Comments:

Objectives - (15 points possible)

- _____ Objectives are measurable and clearly state outcomes to be sought from project activities. Outcomes may be either number to be served or product to be developed. (10 points)
- _____ Objectives appear attainable within one program year. (5 points)

Comments:

Activities to Achieve Objectives - (10 points possible) The activities must tie directly to the objectives of the proposal and must be likely to be effective in fulfilling the objectives.

- _____ The activities spell out WHAT will be done. (4 points)
- _____ The persons WHO will perform the activities are specified. (3 points)
- _____ Timeframes are specified as to WHEN the activities will be performed. (3 points)

Comments:

Evaluation - (15 points possible) There must be a clear plan to evaluate whether or not the objectives are achieved.

- _____ Evaluation criteria are stated for EACH objective. (5 points)
- _____ The evaluation criteria are quantifiable. (5 points)
- _____ The mechanics of data collection are clearly stated for EACH objective. (5 points)

Comments:

Results, Products, and Dissemination - (10 points possible)

- _____ Project objectives, activities and results will be publicized through reports and/or materials. (4 points)
- _____ Project activities include ACTIVE distribution of project results to other vocational educators and relevant service providers. (6 points)

Comments:

Gender Equity - (15 points possible)

- _____ Objectives, activities and evaluation components address steps taken within the scope of the proposal to achieve gender equitable enrollment in project services or gender neutral products resulting from project activities. Full points may be given if the proposal specifically addresses recruiting and/or serving nontraditional enrollments in vocational education to correct gender enrollment imbalance. (5 points)
- _____ A statement of the local agency policy on non-discrimination and the name of the agency's Title IX coordinator are included. (2 points)
- _____ Documentation is included that at least 8 hours of approved equity training was received by the project director during the past year. (8 points)

Comments:

Budget Narrative and Budget Form - (10 points possible)

- _____ The budget narrative and completed budget form clearly tie planned expenditures to project objectives and activities. (7 points)
- _____ Specific statement is made on non-supplanting of local or state funds. (3 points)

Comments:

REQUEST FOR PLAN
Program Year 1992

Carl D. Perkins Vocational and Applied Technology Education Act
Title II, Section 225

CORRECTIONS EDUCATION

A. Purpose

It is the purpose of this part of P.L. 101-392 to provide funding to state corrections agencies (as state corrections educational agencies) to administer vocational education programs for juvenile and adult criminal offenders in correctional institutions in the state, including correctional institutions operated by local authorities. The Act defines "correctional institutions" as any prison, jail, reformatory, work farm, detention center, halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders. The term "criminal offender" includes any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender.

Vocational education programs include only those organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning, and problem solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. Such term also includes applied technology education.

Any state corrections educational agency that is funded under this section of the Act shall, in carrying out a vocational education program for criminal offenders

- (1) give special consideration to
 - a. providing services to offenders who are completing their sentences and preparing for release;
 - b. providing grants for the establishment of vocational education programs in correctional institutions that do not have such programs;
- (2) provide vocational education programs for women who are incarcerated;
- (3) improve equipment; and
- (4) in cooperation with eligible recipients (LEA's and institutions of higher education with vocational-technical programs at less than the baccalaureate degree level), administer and coordinate vocational education services to offenders before and after their release.

Each plan must, therefore, address each of these four requirements.

B. Distribution of Assistance

It is anticipated that approximately \$42,000 will be available each year to fund Plans submitted in this category. No matching funds are required. Each one-year plan will be evaluated according to criteria shown on the Rating Form included in this RFP packet. The State board reserves the right to fund either complete plans or portions of several plans in order to best meet the intent of the federal Act in the use of these funds.

C. Application Procedure

The one-year plan must include all components listed in the next section. The complete plan must be received by no later than 5:00 p.m., Friday, March 1, 1991, at the Office of the Commissioner of Higher Education, 33 South Last Chance Gulch, Helena, 59620.

D. Components of Plan

Each State Corrections Educational Agency Plan for the use of Section 225 funds must contain the following information, which will be weighted as shown:

<u>Points</u>	<u>Component</u>
10	<u>Descriptions</u> Describe: each of the correctional institutions administered by the State Corrections Educational Agency including those agencies from which contracted pre-release services are obtained; the presence or absence of vocational education programs in each institution; the effectiveness of each of the vocational education programs in providing employment skills for program participants for occupations in which job openings are projected or available based on labor market analysis. Include vocational education program enrollment of inmates by gender, age and time until eligibility for parole or release. Include student competency-based outcome and placement statistics that document the effectiveness of each vocational program.
80	<u>Special Considerations</u> Describe how special consideration will be given to providing vocational education services to offenders who are completing their sentences and preparing for release. Describe how funds will be used to establish vocational education programs in correctional institutions that do not have such programs. Describe how vocational education programs will be provided for women who are incarcerated. Describe how equipment will be improved (upgraded or replaced).

Points

Component

Describe how, in cooperation with eligible recipients, the agency will administer and coordinate vocational education services to offenders before and after their release. Provide documentation of any such arrangements.

10 Summary of Project Director's Qualifications

Describe the project director's qualifications by education and/or work experience for directing the activities of the proposed project(s). If guidance, home economics or counseling activities are involved, the director must have either relevant teacher or school counselor certification (secondary school services) or at least a master's degree in a related field (postsecondary services). If more than one project is included within the Plan, include these data for each project director.

20 Objectives and Number to be Served

Using the format shown on page five of this application packet, list the objectives that will be achieved as the result of the projects included in the proposed plan. All objectives must be stated in measurable terms, include the approximate number of individuals to be served during the program year, and include student competency-based outcome assessment.

10 Activities to Achieve Objectives

Using the format shown on page five of this application packet, list the activities that will be carried out to achieve each stated objective. State what will be done, by whom, and within what time frame.

20 Evaluation

Using the format shown on page five of this application packet, specify the criteria by which you will measure whether each of your stated objectives is achieved. Indicate when evaluations will occur during the project period.

10 Gender Equity

Document the agency's non-discrimination policy and gender equity training of the project director within the past two years. Describe what access is provided for participation in non-traditional occupational training to the correctional populations served.

<u>Points</u>	<u>Component</u>
5	<p><u>Results, Products, Dissemination</u></p> <p>Indicate what products or reports will result from Plan activities and how program results will be shared with other vocational educators and interested persons.</p>
15	<p><u>Budget Narrative and Budget Form</u></p> <p>Describe how the federal funds requested will be expended to achieve planned objectives through the activities to be performed. Describe what expenditures will be made in Personal Services, Operating and Instructional Equipment budget categories. If indirect costs up to 5% of the federal dollars are being requested, document the State Corrections Educational Agency's approved restricted indirect cost rate. Describe what other funds, if any, will be used to achieve project objectives.</p> <p>Complete the budget sheet on page 6 of this application packet. Although no match is required, list other funds, if any, that will be used to support project objectives.</p>
180	<p>TOTAL MAXIMUM POINTS</p> <p>Plans that do not achieve at least 180 points between two readers will be disqualified. A Plan will be considered a "Qualified Plan" for rating ONLY if the Assurances statements on page 7 of this application packet are properly signed and included.</p>

OBJECTIVES, ACTIVITIES, EVALUATION CRITERIA/PROCEDURES
 PLANNED USES OF P.L. 101-392 FUNDS

Program Year 199__

OBJECTIVES	ACTIVITIES	EVALUATION CRITERIA/PROCEDURES

FEDERAL VOCATIONAL FUNDS DETAILED PROJECT BUDGET

Eligible Subrecipient	Project Number							
	Original Budget		Revision No. 1		Revision No. 2		Revision No. 3	
Expenditure Items	Federal Funds	Other Funds	Federal Funds	Other Funds	Federal Funds	Other Funds	Federal Funds	Other Funds
Administrative Match								
Salaries & Benefits								
Other Expenses								
Total Admin. Match								
PERSONAL SERVICES								
Salaries								
Hourly Wages								
FICA								
State Unemployment								
Teachers' Retirement								
Retirement - Other								
Insurance (specify)								
Total Personal Services								
OPERATING EXPENSES								
Contracted Services								
Honoraria								
Printing								
Supplies & Materials*								
Postage & Mailing								
Telephone								
Travel								
Rent								
Utilities								
Repair & Maintenance								
Other Expenses								
Total Operating Expenses								
INDIRECT COSTS								
INSTRUCTIONAL EQUIPMENT**								
TOTAL BUDGET								
Date								
State Approval Signature								

* Expenditures for all tangible property other than equipment as defined below.

** Expenditures for all tangible, non-expendable property having a useful life of more than one year and an acquisition cost of:

Secondary subrecipients = \$5,000 per unit
Postsecondary subrecipients = \$ 300 per unit

CERTIFICATION AND ASSURANCES
FOR USE OF FUNDS FROM THE

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION AMENDMENTS OF 1990

SECTION 225. PROGRAMS FOR CRIMINAL OFFENDERS

The State corrections agency will comply with the requirements of P.L. 101-392 (the Perkins Act) and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data. In particular, P.L. 101-392 funds will be used to supplement, and in no case to supplant, state or local funds.

The applicant assures the Board of Regents that services provided under the approved project will be provided in accordance with section 118 of P.L. 101-392, will not discriminate nor violate provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973.

Line 1:	_____	_____
	Department Director	Date
Line 2:	_____	_____
	Division Administrator	Date
Line 3:	_____	_____
	Facility Manager	Date
Line 4:	_____	_____
	Facility Manager (if multiple facilities funded)	Date
Line 5:	_____	_____
	Facility Manager (if multiple facilities funded)	Date
Line 6:	_____	_____
	Project Director	Date
Line 7:	_____	_____
	Project Director (if multiple projects funded)	Date

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION
AMENDMENTS OF 1990

PLAN RATING FORM
FOR SECTION 225 - CORRECTIONS EDUCATION

Reader Number _____
Track no. of proposal _____

Total Points Earned _____

State Corrections
Education Agency: _____

Plan Title: _____

Instructions to Readers

Please rate the plan in each of the areas listed below. Make comments on quality and completeness to assist the applicant in improving future plan submissions. Each proposal will be rated by two readers. Ratings with a 20-point discrepancy or higher will be rated by a third reader.

Maximum Points	Rating Components
-------------------	-------------------

10 Descriptions

The plan must include descriptions of each state-operated correctional institution and of each pre-release center operated by community-based organizations from which the applicant contracts services. Each description must include: the number of inmates served in vocational education programs, by gender; age of inmates served in vocational education programs; length of time to parole or release of inmates served in vocational education programs; and an indication of the effectiveness of the vocational education programs offered as measured by placement rates of inmates served. Full points may be given ONLY if ALL required information is presented for all agents of the applicant.

_____ Points assigned

Comments:

80

Special Considerations

Each plan must include a description of how special consideration will be given in the use of the federal funds to the following:

- ___ points how vocational education services will be provided to offenders who are completing their sentences and preparing for release (10 points);
- ___ points how vocational education programs will be established in correctional institutions that do not have such programs (10 points);
- ___ points how vocational education programs will be provided for women who are incarcerated (20 points);
- ___ points how equipment will be upgraded or replaced to provide state-of-the-art training opportunities (20 points);
- ___ points how, in cooperation with LEA's or institutions of higher education with vocational-technical programs at less than the baccalaureate degree level, the agency will administer and coordinate vocational education services to offenders before and after their release. (Full 20 points may not be given here unless documentation of those arrangements is provided.)

Comments:

10

Project Director's Qualifications

The education and/or work experience of the project director (the person providing the vocational education services or directly supervising the provision of services) is appropriate to achieve the objectives of the planned services. If guidance, home economics or counseling activities are involved, the director must have either relevant teacher or school counselor certification (secondary school services) or at least a master's degree in a related field (services at postsecondary level).

_____ Points assigned

Comments:

Maximum
Points

Rating Components

20

Objectives

- _____ Objectives are measurable and clearly state student outcomes to be sought from project activities included in the plan. (15 points)
- _____ Each objective includes the number of inmates to be provided with vocational education services. (5 points)

Comments:

10

Activities to Achieve Objectives

- _____ The activities spell out what will be done. (4 points)
- _____ The persons who will perform the activities are specified. (3 points)
- _____ Timeframes are specified as to when the activities will be performed. (3 points)

Comments:

20

Evaluation

- _____ Evaluation criteria are stated for each objective. (5 points)
- _____ The evaluation criteria are measurable and specifically relate to student competency-based outcomes. (5 points)
- _____ The mechanics of data collection are clearly stated for each objective. (5 points)

Comments:

10 Gender Equity

- _____ The agency's non-discrimination statement is included in the Plan. (3 points)
- _____ Gender equity training has been completed by the project director within the past two years. (Full 2 points cannot be given without documentation from the Gender Equity Coordinator in the Office of the Commissioner of Higher Education.)
- _____ Evidence of inmate access to non-traditional vocational education is provided in the Plan. (5 points)

Comments:

5 Results, Products, Dissemination

Project objectives, activities and results will be publicized and shared with other relevant vocational educators.

_____ Points assigned

Comments:

15 Budget Narrative and Budget Form

Each plan shall contain a detailed budget showing expenditures from federal and other sources for the vocational education program(s). There shall be also be a separate budget that shows the composite planned expenditures for all career guidance and counseling services to be provided with federal and/or other funds. The planned expenditures must clearly tie to the planned activities. No more than 5% of the federal dollars requested shall be allowed for administrative costs, and only if there is an approved restricted indirect cost rate documented for the applicant agency.

_____ Points assigned

Comments:

STATE LEADERSHIP FUNDS

USES OF FUNDS

Personnel Development:

Projects will be funded according to the provisions of section 201(b)(1) to provide:

professional development activities for vocational teachers and academic teachers working with vocational education students, including corrections educators and counselors, and educators and counselors in community-based organizations, including in-service and preservice training of teachers in state-of-the-art programs and techniques, including integration of vocational and academic curricula, with particular emphasis on inservice and preservice training of minority teachers.

Curriculum Development:

Projects will be funded according to the provisions of section 201(b)(2) to provide:

development, dissemination, and field testing of curricula, especially (a) curricula that integrate vocational and academic methodologies, and (b) curricula that provide a coherent sequence of courses through which academic and occupational skills may be measured.

Optional Uses:

Projects may be funded according to the provisions of section 201(c) to include:

- (1) the promotion of partnerships among business, education (including educational agencies), industry, labor, community-based organizations, or governmental agencies;
- (2) the support for tech-prep education as described in section 344;
- (3) the support of vocational student organizations, especially with respect to efforts to increase minority participation in such organizations;
- (4) leadership and instructional programs in technology education;
- (5) data collection.

The state reserves the right not to fund any of the proposals submitted for optional uses.

APPLICATION PROCEDURES

Submit secondary level proposals according to format used for Consumer and Homemaking Education (Title III, Part B) funds requests. Submit postsecondary level proposals according to the format attached.

APPLICATION FOR STATE LEADERSHIP FUNDS
P.L. 101-392

Program Year 1992

Applicant Agency: _____

Name and Address of
Project Director: _____

Telephone Number: _____

Title of Proposed Project: _____

(Maximum of 14 words)

Anticipated Number of Individuals to be Served:

Male _____ Female _____ Total _____

CONTENTS OF APPLICATION

10 points **Summary of Project Director's Qualifications**

Describe the project director's qualifications by education and/or experience for directing the activities of the proposed project. If guidance, home economics or counseling activities are involved, the director must have either relevant teacher or school counselor certification (secondary school services) or at least a master's degree in a related field (postsecondary services).

30 points **Statement of Problem or Need and Evidence of Interagency Coordination**

Give a clear, concise statement of the problem to be addressed by the proposed project. Present agency or area statistics or information from relevant documents and publications that support the need statement. Describe specific communication and coordination with other agencies taken prior to proposal submission that document awareness of the objectives of the proposal and prevention of unnecessary duplication of services. Attach specific letters of support or signatures, titles and dates of review on a sheet specifically detailing project objectives and the population to be served.

20 points Objectives and Number to be Served

Using the format shown on page four of this application packet, list the objectives that will be achieved as the result of the proposed project. All objectives must be stated in measurable terms, include the approximate number of individuals to be served during the program year, and include student outcome assessment.

10 points Activities to Achieve Objectives

Using the format shown on page four of this application packet, list the activities that will be carried out to achieve each stated objective. State what will be done, by whom, and within what time frame.

15 points Evaluation

Using the format shown on page four of this application packet, specify the criteria by which you will measure whether each of your stated objectives is achieved. Indicate when evaluations will occur during the project period.

10 points Results, Products, Dissemination

Indicate what products or reports will result from project activities and how project results will be shared with other vocational educators and interested persons.

10 points Gender Equity

Indicate the active steps that will be taken in association with project objectives to achieve gender equity enrollment in project services. Indicate agency policy and Title IX coordinator to document agency commitment to equity. Document whether or not the project director has received approved equity training in the last two years.

15 points Budget Narrative and Budget Form

Describe how the federal funds requested will be expended to achieve project objectives through the activities to be performed. Describe what expenditures will be made in Personal Services, Operating and Instructional Equipment budget categories. If indirect costs up to 5% of the federal dollars are being requested, indicated the fiscal agency's approved restricted indirect cost rate. Describe what other funds, if any, will be used to achieve project objectives.

Complete the budget sheet on page 5 of this application packet. Although no match is required, list other funds, if any, that will be used to support project objectives.

120 points TOTAL MAXIMUM POINTS

Proposals that do not achieve at least 120 points between two readers will be disqualified. An application will be considered a "qualified proposal" for rating ONLY if the Assurances statements on page 6 of this application packet are properly signed AND if documentation of coordination is provided.

Proposals will be read and rated according to the attached Proposal Review Form.

Postsecondary level proposals must be submitted to Ms. Sib Clack, Director of Federal Vocational Grants, 33 South Last Chance Gulch, Helena, MT 59620, by no later than 5:00 p.m. on March 1, 1991. Proposals received after that deadline will not be accepted.

OBJECTIVES, ACTIVITIES, EVALUATION CRITERIA/PROCEDURES
 PLANNED USES OF P.L. 101-392 FUNDS

Program Year 199__

OBJECTIVES	ACTIVITIES	EVALUATION CRITERIA/PROCEDURES

Eligible Subrecipient Project Number

Expenditure Items	Original Budget		Revision No. 1		Revision No. 2		Revision No. 3	
	Federal Funds	Other Funds	Federal Funds	Other Funds	Federal Funds	Other Funds	Federal Funds	Other Funds
Administrative Match								
Salaries & Benefits								
Other Expenses								
Total Admin. Match								
PERSONAL SERVICES								
Salaries								
Hourly Wages								
FICA								
State Unemployment								
Teachers' Retirement								
Retirement - Other								
Insurance (specify)								
Total Personal Services								
OPERATING EXPENSES								
Contracted Services								
Honoraria								
Printing								
Supplies & Materials*								
Postage & Mailing								
Telephone								
Travel								
Rent								
Utilities								
Repair & Maintenance								
Other Expenses								
Total Operating Expenses								
INDIRECT COSTS								
INSTRUCTIONAL EQUIPMENT**								
TOTAL BUDGET								
Date								
State Approval Signature								

* Expenditures for all tangible property other than equipment as defined below.
 ** Expenditures for all tangible, non-expendable property having a useful life of more than one year and an acquisition cost of:
 Secondary subrecipients = \$5,000 per unit
 Postsecondary subrecipients = \$ 300 per unit

CERTIFICATION AND ASSURANCES
FOR USE OF FUNDS FROM THE
CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION AMENDMENTS OF 1990

The applicant will comply with the requirements of P.L. 101-392 (the Perkins Act) and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data. In particular, P.L. 101-392 funds will be used to supplement, and in no case to supplant, state or local funds.

The applicant assures the Board of Regents that services provided under the approved project will be provided in accordance with section 118 of P.L. 101-392, will not discriminate nor violate provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973.

Line 1:	_____	_____
	Chairman, Institutional Board of Trustees or Authorized Representative	Date
Line 2:	_____	_____
	President or Agency Director	Date
Line 3:	_____	_____
	Dean/Department Head/Administrator	Date
Line 4:	_____	_____
	Project Director	

CARL D. PERKINS VOCATIONAL, AND APPLIED TECHNOLOGY EDUCATION AMENDMENTS
PROPOSAL REVIEW FORM

Reader Number _____ Total Points Earned _____

Applicant Institution: _____

Proposal Title: _____

Category of Proposal: _____ Track No. _____

Instructions to Readers

Please rate the proposal in each of the areas listed below. Make comments on quality and completeness to assist the applicant in improving future proposal submissions.

Each proposal will be rated by two readers. Ratings with a 20 point discrepancy or higher will be rated by a third reader.

RATING COMPONENTS

Summary of Project Director's Qualifications - (10 points possible) Does the person responsible for the objectives have the academic and work experience qualifications to do the job?

_____ Academic and work experience is adequate. (10 points) If home economics or counseling will be included in project activities, evidence of status as a certified school counselor (at the secondary level) or attainment of a relevant master's degree (postsecondary level) is required.

Comments:

Statement of Problem or Need and Evidence of Interagency Coordination - (30 points possible) Does the problem or need statement specifically justify the subsequent listing of objectives? Does the statement indicate a meaningful examination of statistics, such as test results or enrollment and placement data, or surveys of students, advisory or community groups, parents or the business community? Are relevant publications cited? Is the statement concise and to the point? Does the applicant document contact with other agencies providing local services to clearly communicate project intentions and to verify that project activities will not unnecessarily duplicate existing services?

- _____ Statement substantiates objectives of proposal. (10 points)
- _____ Statistics and publications quoted are relevant to need statement. (10 points)
- _____ Thorough contact has been made for interagency coordination, OR substantiation is provided that no other local services exist. Documentation must be in the form of letter of specific support or a listing of objectives with titles, signatures and dates indicating awareness of project intentions and certification on non-duplication. (5 points)
- _____ The need statement is clear and concise. (5 points)

Comments:

Objectives - (20 points possible) Does the proposal clearly state what the outcomes or impact of the project will be? Are the statements of objectives measurable? Do the objectives indicate the number of individuals that will be served? Do the objectives address the need: to make vocational offerings responsible to the realities of the occupational needs in Montana; to facilitate entry into, and success in, vocational offerings; to ease the transition between school and work and between secondary and post-secondary education; and to stress up-to-date and emerging technology?

_____ Objectives are measurable and clearly state outcomes to be sought from project activities. (10 points)

_____ Do the objectives indicate the number of individuals that will be served? (6 points)

_____ Do the objectives address:

making vocational offerings responsive to the realities of the occupational needs of Montana? (1 point)

facilitation of entry into, and success in, vocational education or vocational-technical education? (1 point)

easing the transition between school and work and/or secondary and postsecondary education? (1 point)

incorporation of up-to-date and emerging technology into vocational education or vocational-technical offerings? (1 point)

Comments:

Activities to Achieve Objectives - 10 points possible) Do the activities and/or methods to be used show specific planning as to what will be done to reach each objective?

- _____ The activities spell out what will be done. (4 points)
- _____ The persons who will perform the activities are specified. (3 points)
- _____ Timeframes are specified as to when the activities will be performed. (3 points)

Comments:

Evaluation - 15 points possible) Is there a clear plan to evaluate whether or not the objectives are achieved? Are the evaluation criteria measurable? Does the evaluation plan tell who will collect the data or information, what will be collected, and how it will be collected during the project?

- _____ Evaluation criteria are stated for each objective. (5 points)
- _____ The evaluation criteria are measurable. (5 points)
- _____ The mechanics of data collection are clearly stated for each objective. (5 points)

Comments:

Results, Products and Dissemination - 10 points possible) Are publications or other materials to be produced that will serve to share project results with the field? Is there an "active," rather than a "passive" dissemination plan included? Are funds dedicated to distribution?

- _____ Project objectives, activities and results will be publicized through reports and/or materials. (5 points)
- _____ Project activities include active distribution of project results to other vocational educators and service providers. (5 points)

Comments:

Sex Bias and Stereotyping - 10 points possible) Is the proposal free from gender bias and other forms of illegal civil rights discrimination? Are Title IX requirements met? Are active steps taken in association with proposal activities to achieve gender equity enrollment in project services?

_____ Objectives, activities and evaluation components address steps to be taken within the scope of the proposal to achieve gender equity enrollment in project services or gender neutral products resulting from project activities. (5 points)

_____ A statement of local agency policy on non-discrimination and the name of the agency's Title IX coordinator are included. (3 points)

_____ Sex equity training has been completed. (2 points) Give credit if the project director has participated in sex equity training in the past two years.

Comments:

Budget Narrative and Budget Form - (15 points possible) Does the budget narrative clearly tie planned expenditures to project objectives and activities? If indirect costs are being claimed, is the agency's approved restricted rate stated?

_____ The budget narrative clearly ties planned expenditures to project objectives and activities. (13 points)

_____ Either documentation of the agency's approved restricted indirect cost rate is provided or no indirect costs are claimed. (2 points)

Comments:

REQUEST FOR PROPOSALS

Program Year 1992

STATE ASSISTANCE FOR VOCATIONAL EDUCATION SUPPORT PROGRAMS BY COMMUNITY-BASED ORGANIZATIONS (TITLE III, Part A)

A. Purpose

It is anticipated that there will be approximately \$54,000 available to fund this Title III program. These funds are to be used to provide financial assistance to **joint programs** of eligible recipients and community-based organizations to carry out special vocational education services and activities, with emphasis on severely economically and educationally disadvantaged youth ages sixteen through twenty-one. Eligible recipients are LEA's, postsecondary educational institution, or State corrections educational agencies.

B. Uses of Funds

Funds may be used for:

- o Outreach programs to facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocational education, employment or other education and training;
- o Transitional services such as attitudinal and motivational prevocational training programs;
- o Prevocational educational preparation and basic skills development conducted in cooperation with business concerns;
- o Special prevocational preparations programs targeted to inner-city youth, non-English speaking youth, Appalachian youth, and the youth of other urban and rural areas having a high density of poverty who need special prevocational education programs;
- o Career intern programs;
- o Model programs for school dropouts;
- o Assessment of students' needs in relation to vocational education and jobs; and
- o Guidance and counseling to assist students with occupational choices and with the selection of a vocational education program.

C. Application Procedure

Each community-based organization which desires to receive assistance under this part of the Act shall prepare this application jointly with an appropriate eligible recipient and submit it to Ms. Sib Clack, Director of Federal Vocational Grants, 33 South Last Chance Gulch, Helena, MT 59620 by no later than 5:00 p.m., March 1, 1991. Applications received after this deadline will not be accepted.

APPLICATION FOR TITLE III, PART A FUNDS
P.L. 101-392

Program Year 1992

Applicant Agencies:

Eligible Recipient Agency: _____

Community-based Organization: _____

Name and Address of
Project Director:

Telephone Number:

Address of Fiscal Agent:
if not that of the
Project Director

Title of Proposed Project: _____

(Maximum of 14 words)

Anticipated Number of Youth to be Served:

Male _____ Female _____ Total _____

CONTENTS OF APPLICATION

10 points Summary of Project Director's Qualifications

Describe the project director's qualifications by education and/or experience for directing the activities of the proposed project. If guidance, home economics or counseling activities are involved, the director must have either relevant teacher or school counselor certification (secondary school services) or at least a master's degree in a related field (postsecondary services).

30 points Statement of Problem or Need and Evidence of Interagency Coordination

Give a clear, concise statement of the problem to be addressed by the proposed project. Present agency or area statistics or

information from relevant documents and publications that support the need statement. Describe specific communication and coordination with other agencies taken prior to proposal submission that document awareness of the objectives of the proposal and prevention of unnecessary duplication of services. Attach specific letters of support or signatures, titles and dates of review on a sheet specifically detailing project objectives and the population to be served. Describe how business concerns will be involved, as appropriate, in services and activities for which funds are sought.

20 points Objectives and Number to be Served

Using the format shown on page four of this application packet, list the objectives that will be achieved as the result of the proposed project. All objectives must be stated in measurable terms, include the approximate number of individuals to be served during the program year, and include student outcome assessment.

10 points Activities to Achieve Objectives

Using the format shown on page four of this application packet, list the activities that will be carried out to achieve each stated objective. State what will be done, by whom, and within what time frame.

15 points Evaluation

Using the format shown on page four of this application packet, specify the criteria by which you will measure whether each of your stated objectives is achieved. Indicate when evaluations will occur during the project period.

10 points Results, Products, Dissemination

Indicate what products or reports will result from project activities and how project results will be shared with other vocational educators and interested persons.

10 points Gender Equity

Indicate the active steps that will be taken in association with project objectives to achieve gender equity enrollment in project services. Indicate agency policy and Title IX coordinator to document agency commitment to equity. Document whether or not the project director has received approved equity training in the last two years.

15 points

Budget Narrative and Budget Form

Describe how the federal funds requested will be expended to achieve project objectives through the activities to be performed. Describe what expenditures will be made in Personal Services, Operating and Instructional Equipment budget categories. If indirect costs up to 5% of the federal dollars are being requested, indicated the fiscal agency's approved restricted indirect cost rate. Describe what other funds, if any, will be used to achieve project objectives.

Complete the budget sheet on page 5 of this application packet. Although no match is required, list other funds, if any, that will be used to support project objectives.

120 points

TOTAL MAXIMUM POINTS

Proposals that do not achieve at least 120 points between two readers will be disqualified. An application will be considered a "qualified proposal" for rating ONLY if the Assurances statements on page 6 of this application packet are properly signed AND if documentation of coordination is provided.

FUNDING PROCEDURE

All qualified proposals will be read and rated by at least two readers. Ratings with a 20 point discrepancy or higher will be read by a third reader. Proposals will be funded in strict rank order. Budget negotiations for funded proposals will be carried out by appropriate state staff. The full amount requested may not be the amount funded, subject to those negotiations.

Each proposal will be read and rated according to the rating components included in the attached Proposal Review Form.

OBJECTIVES, ACTIVITIES, EVALUATION CRITERIA/PROCEDURES
 PLANNED USES OF P.L. 101-392 FUNDS

Program Year 199__

OBJECTIVES	ACTIVITIES	EVALUATION CRITERIA/PROCEDURES

FEDERAL VOCATIONAL FUNDS DETAILED PROJECT BUDGET

Eligible Subrecipient

Project Number

Expenditure Items	Original Budget		Revision No. 1		Revision No. 2		Revision No. 3	
	Federal Funds	Other Funds	Federal Funds	Other Funds	Federal Funds	Other Funds	Federal Funds	Other Funds
Administrative Match								
Salaries & Benefits								
Other Expenses								
Total Admin, Match								
PERSONAL SERVICES								
Salaries								
Hourly Wages								
FICA								
State Unemployment								
Teachers' Retirement								
Retirement - Other								
Insurance (specify)								
Total Personal Services								
OPERATING EXPENSES								
Contracted Services								
Honoraria								
Printing								
Supplies & Materials*								
Postage & Mailing								
Telephone								
Travel								
Rent								
Utilities								
Repair & Maintenance								
Other Expenses								
Total Operating Expenses								
INDIRECT COSTS								
INSTRUCTIONAL EQUIPMENT**								
TOTAL BUDGET								
Date								
State Approval Signature								

* Expenditures for all tangible property other than equipment as defined below.

** Expenditures for all tangible, non-expendable property having a useful life of more than one year and an acquisition cost of:

Secondary subrecipients = \$5,000 per unit

Postsecondary subrecipients = \$ 300 per unit

CERTIFICATION AND ASSURANCES
FOR USE OF FUNDS FROM THE

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION AMENDMENTS OF 1990

TITLE III, PART A FUNDS

STATE ASSISTANCE FOR VOCATIONAL EDUCATION SUPPORT PROGRAMS
BY COMMUNITY-BASED ORGANIZATIONS

The applicants will comply with the requirements of P.L. 101-392 (the Perkins Act) and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data. In particular, P.L. 101-392 funds will be used to supplement, and in no case to supplant, state or local funds.

The applicants assure the Board of Regents that services provided under the approved project will be provided in accordance with section 118 of P.L. 101-392, will not discriminate nor violate provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973.

The applicants assure the Board of Regents that special consideration to the needs of severely economically and educationally disadvantaged youth ages sixteen through twenty-one will be given in the services provided under the approved project.

Eligible Recipient Agency:

Line 1:	_____ Chairman, Institutional Board of Trustees or Authorized Representative	_____ Date
Line 2:	_____ President or Agency Director	_____ Date
Line 3:	_____ Dean/Department Head/Administrator	_____ Date

Community-based Organization:

Line 1:	_____ Chairman, Institutional Board of Trustees or Authorized Representative	_____ Date
Line 2:	_____ President or Agency Director	_____ Date

Project Director:	_____	_____ Date
-------------------	-------	---------------

CARL D. PERKINS VOCATIONAL, AND APPLIED TECHNOLOGY EDUCATION AMENDMENTS
PROPOSAL REVIEW FORM

Reader Number _____

Total Points Earned _____

Applicant Institution: _____

Proposal Title: _____

Category of Proposal: _____ Track No. _____

Instructions to Readers

Please rate the proposal in each of the areas listed below. Make comments on quality and completeness to assist the applicant in improving future proposal submissions.

Each proposal will be rated by two readers. Ratings with a 20 point discrepancy or higher will be rated by a third reader.

RATING COMPONENTS

Summary of Project Director's Qualifications - (10 points possible) Does the person responsible for the objectives have the academic and work experience qualifications to do the job?

_____ Academic and work experience is adequate. (10 points) If home economics or counseling will be included in project activities, evidence of status as a certified school counselor (at the secondary level) or attainment of a relevant master's degree (postsecondary level) is required.

Comments:

Statement of Problem or Need and Evidence of Interagency Coordination - (30 points possible) Does the problem or need statement specifically justify the subsequent listing of objectives? Does the statement indicate a meaningful examination of statistics, such as test results or enrollment and placement data, or surveys of students, advisory or community groups, parents or the business community? Are relevant publications cited? Is the statement concise and to the point? Does the applicant document contact with other agencies providing local services to clearly communicate project intentions and to verify that project activities will not unnecessarily duplicate existing services?

- _____ Statement substantiates objectives of proposal. (10 points)
- _____ Statistics and publications quoted are relevant to need statement. (10 points)
- _____ Thorough contact has been made for interagency coordination, OR substantiation is provided that no other local services exist. Documentation must be in the form of letter of specific support or a listing of objectives with titles, signatures and dates indicating awareness of project intentions and certification on non-duplication. (5 points)
- _____ The need statement is clear and concise. (5 points)

Comments:

Objectives - (20 points possible) Does the proposal clearly state what the outcomes or impact of the project will be? Are the statements of objectives measurable? Do the objectives indicate the number of targeted youth that will be served? Do the objectives address the need: to make vocational offerings responsible to the realities of the occupational needs in Montana; to facilitate entry into, and success in, vocational offerings; to ease the transition between school and work and between secondary and post-secondary education; and to stress up-to-date and emerging technology?

_____ Objectives are measurable and clearly state outcomes to be sought from project activities. (10 points)

_____ Do the objectives indicate the number of individuals that will be served? (6 points)

_____ Do the objectives address:

making vocational offerings responsive to the realities of the occupational needs of Montana? (1 point)

facilitation of entry into, and success in, vocational education or vocational-technical education? (1 point)

easing the transition between school and work and/or secondary and postsecondary education? (1 point)

incorporation of up-to-date and emerging technology into vocational education or vocational-technical offerings? (1 point)

Comments:

Activities to Achieve Objectives - 10 points possible) Do the activities and/or methods to be used show specific planning as to what will be done to reach each objective?

- _____ The activities spell out what will be done. (4 points)
- _____ The persons who will perform the activities are specified. (3 points)
- _____ Timeframes are specified as to when the activities will be performed. (3 points)

Comments:

Evaluation - 15 points possible) Is there a clear plan to evaluate whether or not the objectives are achieved? Are the evaluation criteria measurable? Does the evaluation plan tell who will collect the data or information, what will be collected, and how it will be collected during the project?

- _____ Evaluation criteria are stated for each objective. (5 points)
- _____ The evaluation criteria are measurable. (5 points)
- _____ The mechanics of data collection are clearly stated for each objective. (5 points)

Comments:

Results, Products and Dissemination - 10 points possible) Are publications or other materials to be produced that will serve to share project results with the field? Is there an "active," rather than a "passive" dissemination plan included? Are funds dedicated to distribution?

- _____ Project objectives, activities and results will be publicized through reports and/or materials. (5 points)
- _____ Project activities include active distribution of project results to other vocational educators and service providers. (5 points)

Comments:

Sex Bias and Stereotyping - 10 points possible) Is the proposal free from gender bias and other forms of illegal civil rights discrimination? Are Title IX requirements met? Are active steps taken in association with proposal activities to achieve gender equity enrollment in project services?

- _____ Objectives, activities and evaluation components address steps to be taken within the scope of the proposal to achieve gender equity enrollment in project services or gender neutral products resulting from project activities. (5 points)
- _____ A statement of local agency policy on non-discrimination and the name of the agency's Title IX coordinator are included. (3 points)
- _____ Sex equity training has been completed. (2 points) Give credit if the project director has participated in sex equity training in the past two years.

Comments:

Budget Narrative and Budget Form - (15 points possible) Does the budget narrative clearly tie planned expenditures to project objectives and activities? If indirect costs are being claimed, is the agency's approved restricted rate stated?

- _____ The budget narrative clearly ties planned expenditures to project objectives and activities. (13 points)
- _____ Either documentation of the agency's approved restricted indirect cost rate is provided or no indirect costs are claimed. (2 points)

Comments:



OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59620
(406) 444-3095

Nancy Keenan
Superintendent

January 1991

TO: Consumer and Homemaking Education Applicants for funding
from the Carl D. Perkins Vocational and Applied Technology
Education Act of 1990

FROM: Laurie Potterf, Home Economics Education Specialist

The provisions and approved uses of funds for consumer and
homemaking education remain much like the former law with minor
amendments.

Grants may be used for:

(1) program development and improvement of instruction and
curricula relating to managing individual and family
resources, making consumer choices, balancing work and family,
improving responses to individual and family crises (including
family violence and child abuse), strengthening parenting
skills (especially among teenage parents), preventing teenage
pregnancy, assisting aged and individuals with handicaps, and
members of at-risk populations (including the homeless),
improving individual child and family nutrition and wellness,
conserving limited resources, understanding the impact of new
technology on life and work, applying consumer and homemaking
education skills to jobs and careers and

(2) support services and activities designed to ensure the
quality and effectiveness of programs, including demonstration
of innovative and exemplary projects, community outreach to
underserved populations, application of academic skills (such
as reading, writing, mathematics and science) through consumer
and homemaking education programs, curriculum development,
research, program evaluation, development of instructional
materials, teacher education, upgrading of equipment, teacher
supervision, and State administration and leadership,
including activities of the student organization.

Please contact me if I may be of any technical assistance to you.
My number is 444-2059.

PROCEDURES FOR REQUESTING
FISCAL YEAR 1992 MONTANA FEDERAL
VOCATIONAL EDUCATION FUNDS

UNDER
CARL D. PERKINS
VOCATIONAL/APPLIED TECHNOLOGY EDUCATION ACT
P.L. 101-392
(Secondary Vocational Education)

Nancy Keenan, Superintendent
Office of Public Instruction
State Capitol
Helena, Montana 59620

December 1990

PROCEDURAL INSTRUCTIONS

How to Apply

1. Begin discussions early with your administrator or board of trustees. Review the technical assistance manual enclosed with this application.
2. For each project application, a category must be specified that meets the vocational needs determined by the school, organization, or institution.
3. Write an application. Use the format provided. Note: all headings which are underlined must be answered.
4. Use the evaluation criteria provided to review your application.
5. Deliver two applications before March 1, 1991, 5:00 p.m. (MDT) to:

Jim Whealon
State Director
K-12 Vocational Education
Office of Public Instruction
State Capitol
Helena, Montana 59620
Phone 444-2413
Fax 444-3924
6. APPLICATIONS RECEIVED AFTER THE ABOVE DEADLINE WILL NOT BE CONSIDERED.

CERTIFICATION AND ASSURANCE
MONTANA VOCATIONAL EDUCATION FUNDS
UNDER THE CARL D. PERKINS VOCATIONAL/APPLIED TECHNOLOGY EDUCATION ACT
P.L. 101-392

The eligible recipient will comply with the requirements of P.L. 101-392 (Carl D. Perkins Vocational/Applied Technology Education Act) and all applicable federal and state rules and regulations. In particular, P.L. 101-392 funds will be used to supplement, and in no case supplant state or local funds.

The eligible recipient assures the Office of Public Instruction that services provided under the approved project do not discriminate nor violate provisions of Title IX, Title VI and VII, and Section 504.

The eligible recipient will use funds distributed under **Section 118 (a)** for vocational education services and activities for handicapped, disadvantaged, limited English proficient individuals, as well as displaced homemakers and single parents to provide (1) for equal access in recruitment, enrollment, and placement activities; and (2) to the full range of vocational education programs available including occupational specific course of study, cooperative education, and apprenticeship programs; and to the extent practicable, comprehensive career guidance and counseling services.

(a)(3)(A) Programs and activities for handicapped individuals will be provided for in the least restrictive environment and will be included as a component of the student's individualized education plan; and (D) such programs and activities will be planned through the coordination of appropriate representatives of vocational education, special education and State vocational rehabilitation agencies.

(b)(1) Each educational agency that receives an allocation of funds shall provide information to handicapped, disadvantaged, limited English proficient students and their parents, at least one year before the students enter or are of an appropriate age for entering the 9th grade, concerning the opportunities available in vocational education at their school and for employment.

(c) Each education agency described in paragraph (a) of this section shall provide to each of the special populations that enrolls in a vocational education program:

(c) (2) An assessment of the interests, abilities, and special needs of that student with respect to completing successfully the vocational education program;

(c) (3) Supplementary services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the needs established under paragraph (c) (2) of this section;

(4) Guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and

(5) Counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

Consistent with the regulations in this part, a local educational agency may use the funds described in paragraph (a) of this section to pay for the cost of services and activities required by paragraph (c) (3) of this section.

Section 240 requires that schools provide a description of how the eligible recipient will provide a vocational education program that:

(5) carries out programs according to the specific criteria for handicapped, disadvantaged, limited English proficiency, displaced homemaker and single parent;

(7) coordinates vocational education services with relevant programs conducted under the Job Training Partnership Act, including cooperative arrangements established with private industry councils established under section 102(a) of such Act, in order to avoid duplication and to expand the range of and accessibility to vocational education services;

(8) develops vocational education programs in consultation with parents and students of special populations;

(9) coordinates with community-based organizations;

(11)(A) integrates academic and occupational disciplines so that students participating in the program are able to achieve both academic and occupational competence; and

(B) offers coherent sequences of courses leading to a job skill;

(12) (A) encourages students through counseling to pursue such coherent sequences of courses;

(B) assists students who are economically disadvantaged, students of limited English proficiency, and students with handicaps to succeed through supportive services such as counseling, English-language instruction, child care, and special aids.

(13) The eligible recipient will provide sufficient information to the State to enable the State to comply with the provisions of Section 231 (d).

Line 1:

Chairperson, Institutional Board of Trustees/Authorized Representative

Date

Line 2:

Superintendent or Executive Officer

Date

Line 3:

Department Head/Administrator

Date

Line 4:

Project Director

Date

Track No. _____

APPLICATION FOR FEDERAL VOCATIONAL GRANTS
FROM THE OFFICE OF PUBLIC INSTRUCTION

Applicant Agency: _____

Category of Application:

Title of Proposed Project (14 words or less):

Project Administrator: _____

Project Director (if not the Project Administrator):

Address _____

Telephone No. _____

SECONDARY

10 points

Summary of Project Director's Qualifications

Describe the project director's qualifications for directing the activities of the proposed project. If guidance, home economics or counseling activities are involved, the director must have the required credentials.

NOTE: The project administrator designation on the application form is usually a secondary school administrator. All correspondence will be directed to that administrator with a copy to the project director. At the postsecondary level, the project administrator and the project director are usually the same person.

30 points

Statement of Problem or Need and Evidence of Interagency Coordination

Give a clear, concise statement of the problem to be addressed by the proposed project. Present agency statistics or information from relevant documents and publications that support the need statements. Describe specific communication and coordination with other agencies taken prior to project submission that document awareness of the objectives of the proposal and prevention of unnecessary duplication of services. Attach specific letters of support or signatures, titles and dates of review on a sheet specifically listing project objectives.

20 points

Objectives and Number to be Served

Using the format shown on page 4 of this application, list the objectives that will be achieved as the result of the proposed project. All objectives (outcomes) must be stated in measurable terms and must include the approximate number of individuals to be served during the project period.

10 points

Activities to Achieve Objectives

Using the format shown on page 4 of this application, list the activities that will be carried out to achieve each objective listed. State what will be done, by whom, and within what time frame.

15 points

Evaluation

Using the format shown on page 4 of this application, specifically state the means by which you will measure whether each of your stated objectives is achieved. Indicate when evaluations will occur during the project period.

10 points

Results, Products and Dissemination

Indicate what products will result from project activities and how project results will be shared with other vocational educators and interested persons.

10 points

Sex Bias and Stereotyping

Indicate the active steps that will be taken in association with project activities to achieve gender equity enrollment in project services. Indicate agency policy and Title IX coordinator to document agency commitment to equity. Explain whether or not the project director has received equity training in the last two years.

15 points

Budget Narrative and Budget Form

Describe how the federal funds requested will be expended to achieve project objectives through the activities to be performed. Describe what expenditures will be made in Personal Services, Operating and Instructional Equipment budget categories. If indirect costs are being requested, indicate the agency's approved restricted indirect cost rate.

Complete the budget sheet on page 5 of this application.

120

TOTAL maximum points to be awarded each qualified proposal. Proposals that do not achieve at least 120 points will be disqualified. (Average at least 60 points per reader.)

NOTE:

An application will be considered an "unqualified proposal" for rating if the assurance statements are not properly signed.

del/28

OBJECTIVES (20 points)	ACTIVITIES (10 points)	EVALUATION (15 points)

FEDERAL SECONDARY VOCATIONAL FUNDS DETAILED PROJECT BUDGET

Nancy Keenan, Superintendent
Office of Public Instruction
State Capitol
Helena, MT 59620

Project Number

Fund Source
(state use)

Eligible Subrecipient

Expenditure Items	Original Budget		Revision No. 1		Revision No. 2		Revision No. 3	
	Federal Funds	Other Funds	Federal Funds	Other Funds	Federal Funds	Other Funds	Federal Funds	Other Funds
PERSONAL SERVICES								
_15-39X-1000-112 Prof./Educational Salaries								
_15-39X-1000-117 Teacher's Aides								
_15-39X-1000-122 Substitute Teachers								
_15-39X-1000-210 Social Security								
_15-39X-1000-220 Teacher's Retirement								
_15-39X-1000-230 PERS								
_15-39X-1000-240 Unemployment Comp.								
_15-39X-1000-250 Workers' Compensation								
_15-39X-1000-260 Health Insurance								
_15-39X-1000-270 Life/Disability Insurance								
Total Personal Services	0	0	0	0	0	0	0	0
OPERATING EXPENSES								
_15-39X-1000-320 Prof./Educational Services								
_15-39X-1000-340 Technical Services								
_15-39X-1000-440 Repair & Maintenance								
_15-39X-1000-450 Rent Equipment								
_15-39X-1000-516 Instr. Field Trips								
_15-39X-1000-531 Telephone								
_15-39X-1000-532 Postage & Mailing								
_15-39X-1000-550 Printing								
_15-39X-1000-581 Travel In-District								
_15-39X-1000-610 Supplies & Materials								
_15-39X-1000-615 Replace Supplies/Parts								
_15-39X-2213-582 Travel Out-Dist/Inservice								
_15-39X-2620-410 Utilities								
_15-39X-2620-451 Rent Land/BLdg								
Total Operating Expenses	0	0	0	0	0	0	0	0
OTHER EXPENSES								
_15-39X-2500-800 INDIRECT COSTS (rest.)								
Instructional Equip								
_15-39X-1000-660 MINOR Less Than \$5000								
_15-39X-1000-734 MAJOR More Than \$5000								
Total Other Expenses	0	0	0	0	0	0	0	0
TOTAL BUDGET	0	0	0	0	0	0	0	0
Date								
State Approval Signature								

VOCATIONAL EDUCATION
REVENUE AND EXPENDITURE ACCOUNT CODES
FEDERAL CARL PERKINS GRANTS ONLY

Listed below are basic accounting codes from the School Accounting Manual to record revenues and expenditures related to Federal Vocational Education (Carl Perkins) grants. Account codes that do not appear on this listing must be discussed with your accounting specialist so uniform budgeting and accounting can be maintained. Each account code must be used exactly as shown.

Level:

Level X15 - 1 = elementary
 2 = secondary
 3 = coop
 5 = private school

Revenues:

<u>Level/Fund</u>	<u>Source</u>	<u>Project Reporter</u>
X15	4530 Federal Vocational Education	XXX Assigned By District

Expenditures:

Expenditure Account Structure:

<u>Level/Fund</u>	<u>Program</u>	<u>Function</u>	<u>Object</u>	<u>Project Reporter</u>
X15	39X	XXXX	XXX	XXX Assigned By District

Program Codes:

The following program codes (39X) must be used when recording vocational education expenditures for Federal Carl Perkins grants:

391 if project number is 91-81-XXXX-XXXXXX
393 if project number is 91-83-XXXX-CHXXXX
394 if project number is 91-84-XXXX-CBOXXX

Instructional Function Codes:

Schools may use function 1000 or the following function codes when recording instructional vocational education expenditures:

1110 Agriculture	1540 Office Occupations
1170 Business	1640 Vocational Trades
1210 Marketing	1710 Occupational Home Economics
1310 Health Occupations	
1370 Consumer Homemaking Education	
1410 Technology Education/Industrial Arts	

CARL D. PERKINS VOCATIONAL/APPLIED TECHNOLOGY EDUCATION ACT
PROPOSAL REVIEW FORM

Reader Number _____

Total Points Earned _____

Applicant Institution: _____

Proposal Title: _____

Category of Proposal: _____ Track No. _____

Instructions to Readers

Please rate the proposal in each of the areas listed below. Make comments on quality and completeness to assist the applicant in improving future proposal submissions.

Each proposal will be rated by a third reader.

RATING COMPONENTS

Summary of Project Director's Qualifications - (10 points possible)

Does the person responsible for the objectives have the academic and work experience qualifications to do the job?

_____ Academic and work experience is adequate (10 points). If in the Guidance/Counseling or Consumer Homemaking categories, or if counseling will be included in project activities, evidence of status as a certified school counselor (at the secondary level) or attainment of a relevant master's degree (postsecondary level) is required.

Comments:

Statement of Problem or Need and Evidence of Interagency Coordination - (30 points possible). Does the problem or need statement specifically justify the subsequent listing of objectives? Does the statement indicate a meaningful examination of statistics, such as test results or enrollment and placement data, or surveys of students, advisory or community groups, parents or the business community? Are relevant publications cited? Is the statement concise and to the point? Does the applicant document contact with other agencies providing local services to clearly communicate project intentions and to verify that project activities will not unnecessarily duplicate existing services?

_____ Statement substantiates objectives of proposal. (10 points)

_____ Statistics and publications quoted are relevant to need statement. (10 points)

_____ Thorough contact has been made for interagency coordination, OR substantiation is provided that no other local services exist. Documentation must be in the form of letter of specific support or a listing of objectives with titles, signature and dates indicating awareness of project intentions and certification on nonduplication. (5 points)

_____ The need statement is clear and concise. (5 points)

Comments:

Objectives - (20 points possible). Does the proposal clearly state what the outcomes or impact of the project will be? Are the statements of objectives measurable? Do the objectives indicate the number of students or educators who will be served? Do the objectives address the need: to make vocational offerings responsive to the realities of the occupational needs in Montana; to facilitate entry into, and success in, vocational offerings; to ease the transition between school and work and between secondary and postsecondary education; and to stress up-to-date and emerging technology?

_____ Objectives are measurable and clearly state outcomes to be sought from project activities. (10 points)

_____ Do the objectives indicate the number of individuals who will be served? (6 points)

_____ Do the objectives address:

making vocational offerings responsive to the realities of the occupational needs of Montana (1 point);

facilitation of entry into, and success in, vocational education or vocational-technical education (1 point);

easing the transition between school and work and/or secondary and postsecondary education (1 point);

incorporation of up-to-date and emerging technology into vocational education or vocational-technical offerings (1 point).

Comments:

Activities to Achieve Objectives - (10 points possible). Do the activities and/or methods to be used show specific planning as to what will be done to reach each objective?

_____ The activities spell out what will be done (4 points).

_____ The persons who will perform the activities are specified (3 points).

_____ Timeframes are specified as to when the activities will be performed (3 points).

Comments:

Evaluation - (15 points possible). Is there a clear plan to evaluate whether or not the objectives are achieved? Are the evaluation criteria measurable? Does the evaluation plan tell who will collect the data or information, what will be collected, and how it will be collected during the project?

_____ Evaluation criteria are stated for each objective (5 points).

_____ The evaluation criteria are measurable (5 points).

_____ The mechanics of data collection are clearly stated for each objective (5 points).

Comments:

Results, Products and Dissemination - (10 points possible). Are publications or other materials produced that will serve to share project results with the field? Is there an "active," rather than a "passive" dissemination plan included? Are funds dedicated to distribution?

_____ Project objectives, activities and results will be publicized through reports and/or materials (5 points).

_____ Project activities include active distribution of project results to other vocational educators and service providers (5 points).

Comments:

Sex Bias and Stereotyping - (10 points possible). Is the proposal free from gender bias and other forms of illegal civil rights discrimination? Are Title IX requirements met? Are active steps taken in association with proposal activities to achieve gender equity enrollment in project services:

- _____ Objectives, activities and evaluation components address steps taken within the scope of the proposal to achieve gender equity enrollment in project services or gender neutral products resulting from project activities (5 points).
- _____ A statement of local agency policy on nondiscrimination and the name of the agency's Title IX coordinator are included (3 points).
- _____ Sex equity training has been completed (2 points). Give credit if the project director has participated in sex equity training in the past two years.

Comments:

Budget Narrative and Budget Form - (15 points possible). Does the budget narrative clearly tie planned expenditures to project objectives and activities? Does the narrative specifically address the use of funds to supplement and not supplant state and/or local funds? If indirect costs are being claimed, is the agency's approved restricted rate stated?

- _____ The budget narrative clearly ties planned expenditures to project objectives and activities (10 points).
- _____ Specific statement is made on nonsupplanting of local or state funds (4 points).
- _____ Either documentation of the agency's approved restricted indirect cost rate is provided or no indirect costs are claimed (1 point).

Comments:

REQUEST FOR PROPOSALS

Program Year 1992

TECH-PREP EDUCATION

Carl D. Perkins Vocational and Applied Technology Education Act
Title III, Section 341

A. Purpose

It is the purpose of this part of P.L. 101-392 to provide (1) planning and demonstration grants to consortia of local education agencies and postsecondary educational institutions for the development and operation of four-year programs designed to provide a tech-prep education program leading to a two-year associate degree or a two-year certificate; and (2) in a systematic manner, strong comprehensive links between secondary and postsecondary educational institutions.

B. Eligible Participants

A consortium shall consist of:

- o local public educational agencies, or secondary schools funded by the Bureau of Indian Affairs; and
- o nonprofit institutions of higher education which offer a two-year associate degree program, a two-year certificate program, and which are qualified as institutions of higher education pursuant to section 481(a) of the Higher Education Act of 1965, including institutions receiving assistance under the Tribally Controlled Community College Assistance Act of 1978, or a two-year apprenticeship program that follows secondary instruction, if such nonprofit institutions of higher education are not subject to a default management plan required by the U.S. Secretary of Education; or
- o proprietary institutions of higher education which offer a two-year associate degree program and which are qualified as institutions of higher education pursuant to section 481(a) of the Higher Education Act of 1965 if such proprietary institutions of higher education are not subject to a default management plan required by the U.S. Secretary of Education.

C. Definitions

Articulation agreement. A commitment to a program designed to provide students with a nonduplicative sequence of progressive achievement leading to competencies in a tech-prep education program.

Institutions of higher education. Include institutions offering apprenticeship programs of at least two years beyond the completion of secondary school.

C. Definitions (concluded)

Tech-Prep Education Program. A combined secondary and postsecondary program which (1) leads to an associate degree or two-year certificate; (2) provides technical preparation in at least one field of engineering technology, applied science, mechanical, industrial, or practical art or trade, or agriculture, health or business; (3) builds student competence in mathematics, science, and communications (including through applied academics) through a sequential course of study; and (4) leads to placement in employment.

Preparatory services. Services, programs, or activities designed to assist individuals who are not enrolled in vocational education programs in the selection of, or preparation for participation in, an appropriate vocational education or training program, such as: (a) services, programs, or activities related to outreach to, or recruitment of, potential vocational education students; (b) career counseling and personal counseling; (c) vocational assessment and testing; and (d) other appropriate services, programs or activities.

D. Contents of Program

Any Tech-Prep program shall:

- (1) be carried out under an articulation agreement between the participants in the consortium;
- (2) consist of the two years of secondary school preceding graduation and two years of higher education, or an apprenticeship program of at least two years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or a two-year certificate in a specific career field;
- (3) include the development of tech-prep education program curricula appropriate to the needs of the consortium participants;
- (4) include in-service training for teachers that:
 - (a) is designed to train teachers to effectively implement tech-prep education curricula;
 - (b) provides for joint training for teachers from all participants in the consortium;
 - (c) may provide such training in weekend, evening and summer sessions, institutes or workshops.
- (5) include training programs for counselors designed to enable them to more effectively:
 - (a) recruit students for tech-prep education programs;
 - (b) ensure that such students successfully complete such programs;
 - (c) ensure that such students are placed in appropriate employment.
- (6) provide equal access to the full range of technical preparation programs to individuals who are members of special populations, including the development of tech-prep education program services appropriate to the needs of such individuals; and

- (7) provide for preparatory services which assist all participants in such programs.

Each such program may (1) provide for the acquisition of tech-prep education program equipment; and (2) as part of the program's planning activities, acquire technical assistance from State or local entities that have successfully designed, established and operated tech-prep programs.

E. Distribution of Assistance

It is anticipated that approximately \$340,000 will be available to fund projects in this Special Programs category. Grants will be competitively awarded according to criteria shown on the Rating Form included in this RFP packet and subject to the federal requirement for equitable distribution of assistance between rural and urban consortium participants.

Section 345(d) requires the state to give special consideration to applications which:

- (1) provide for effective employment placement activities OR transfer of students to four-year baccalaureate degree programs;
- (2) are developed in consultation with business, industry, and labor unions; and
- (3) effectively address the issues of dropout prevention and re-entry and the needs of minority youths, youths of limited English proficiency, youths with handicaps, and disadvantaged youths.

Consequently, the presence of these factors in applications will receive bonus points in the rating process.

Section 345(e) of the Act requires that the state "...ensure an equitable distribution of assistance between urban and rural consortium participants." Therefore, funding of highly-ranked proposals will be contingent on distribution of available funds on an equitable basis among urban and rural consortia applicants. This determination will be made by the sole state agency in consultation with the Montana Council of Vocational Education and relevant staff of the Office of Public Instruction.

F. Application Procedure

The lead agency of the applicant consortium will submit a three-year plan for the development and implementation of activities allowed under this program. All member agencies of the consortium must sign off on the plan. Each application should address only one specific field of study or related cluster of courses leading to a specific occupation. The lead agency will be responsible for stewardship of the federal funds granted and for all reporting of consortium activities. The lead agency in most cases will be the postsecondary educational institution within the consortium.

The plan must include all components listed in the next section. The complete plan must be received by no later than 5:00 p.m., Friday, March 1, 1991, at the Office of the Commissioner of Higher Education, 33 South Last Chance Gulch, Helena, 59620.

G. Amendment Procedure

Those three-year plans that have been approved for funding will be subject to annual review of progress toward achieving annual objectives and congruence with federal regulations and any subsequent amendments to Montana's State Plan for administration of TECH-PREP program. Such review may result in amendments to previously approved three-year plans. The process for such amendments will be specified when necessary.

H. Components of Three-Year Plan

Each application for tech-prep funds must contain the following information:

- o Signed assurances from all members of consortium (see attached form);
- o A copy of the written and signed articulation agreement of the consortium members;
- o A description of the Plan, by year, to include:
 1. A description of the specific tech-prep program(s) to be developed, including the core curriculum in mathematics, science, communications, and technologies;
 2. A description of the in-service training to be provided to involved instructors of all participants in the consortium;
 3. A description of the training programs for counselors in all the participating agencies;
 4. A description of how equal access to the full range of technical preparation programs will be provided to members of special populations (disadvantaged [including foster children], LEP, handicapped, participants in programs to address gender equity, individuals in correctional institutions), including the development of program services appropriate to the needs of such individuals;
 5. A listing of numbers of students to be served, by gender, who are members of special populations in each agency of the consortium;
 6. A description of how preparatory services will be provided to assist all participants in tech-prep programs;
 7. If all of the prior components are addressed, the application may include plans to acquire program equipment and/or technical assistance from successful tech-prep program providers;
 8. A detailed budget of planned expenditures for each of the three years, including any funds other than Perkins funds to be used, a summary budget for all three years, and a composite budget that reflects all expenditures of federal and other funds to support career guidance and counseling activities (see attached budget form);
 9. If bonus points are desired, the application must include descriptions of how the consortium:
 - a) will provide effective employment placement activities OR transfer of students to four-year baccalaureate degree programs;
 - b) developed its application in consultation with business, industry, and labor unions; AND
 - c) will effectively address the issues of dropout prevention and re-entry and the needs of minority youth, youths of limited English proficiency, youths with handicaps, and disadvantaged youths.

ASSURANCES FORM
TECH-PREP FUNDS FROM SECTION 341 OF THE
CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION AMENDMENTS OF 1990

Program Years 92-94

Lead Agency of Consortium _____

Address: _____ (Zip) _____

Telephone: _____

List member agencies of the consortium and attach signed assurances from each consortium member agency:

I. ASSURANCES

As a condition of the use of P.L. 101-392 funds, this eligible recipient assures that it will provide vocational education instruction, activities and services in accordance with Section 118, Criteria for Services and Activities for Individuals Who Are Members of Special Populations, of the Act. The eligible recipient will not discriminate nor violate the provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973.

State and local funds will be used in the schools of this eligible recipient receiving Perkins funds to provide services which, taken as a whole, are at least comparable to services being provided in schools of this eligible recipient which are not receiving Perkins funds.

Perkins funds shall be used to supplement, and to the extent practicable, increase the amount of state and local funds that would in the absence of Perkins funds be made available for uses specified in this application, and in no case supplant such state or local funds.

Quarterly fiscal reports and annual reports of evaluation of effectiveness and progress of programs assisted with Perkins funds will be made to the appropriate state office in the manner designated by the sole state agency for the use of Perkins funds in Montana.

Authorized Representative: _____
Typed Name and Title

Date

Signature

Eligible Subrecipient

Project Number

	First Year Budget		Second Year Budget		Third Year Budget	
	Federal Funds	Other Funds	Federal Funds	Other Funds	Federal Funds	Other Funds
PERSONAL SERVICES						
Salaries						
Hourly Wages						
FICA						
State Unemployment						
Teachers' Retirement						
Retirement - Other						
Insurance (specify)						
Total Personal Services						
OPERATING EXPENSES						
Contracted Services						
Honoraria						
Printing						
Supplies & Materials*						
Postage & Mailing						
Telephone						
Travel						
Rent						
Utilities						
Repair & Maintenance						
Other Expenses						
Total Operating Expenses						
INDIRECT COSTS						
INSTRUCTIONAL EQUIPMENT**						
TOTAL BUDGET						
Date						
State Approval Signature						

* Expenditures for all tangible property other than equipment as defined below.

** Expenditures for all tangible, non-expendable property having a useful life of more than one year and an acquisition cost of:

Secondary subrecipients = \$5,000 per unit

Postsecondary subrecipients = \$ 300 per unit

Anticipated
TECH-PREP Program Enrollment Data

First Year _____
Second Year _____
Third Year _____

[illegible]

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION
AMENDMENTS OF 1990

APPLICATION REVIEW FORM
FOR SECTION 341 - TECH-PREP PROGRAMS

Reader Number _____
Track no. of proposal _____

Total Points Earned _____
(Maximum = 200 points)
(140 regular, 60 bonus)

Lead Agency: _____

Plan Title: _____

Instructions to Readers

Please rate the proposal in each of the areas listed below. Make comments on quality and completeness to assist the applicant in improving future proposal submissions. Each proposal will be rated by two readers. Ratings with a 20-point discrepancy or higher will be rated by a third reader.

Maximum
Points

Rating Components

- 35 Description of TECH-PREP Program Each program must include two years of secondary school preceding graduation and two years of higher education, or an apprenticeship program of at least two years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or a two-year certificate in a specific career field. The description should detail how appropriate TECH-PREP education program curricula will be developed. Maximum points can only be awarded for applications that focus on specific career fields that respond to current and emerging labor market needs and that reflect industry standards and competency-based assessment of student outcomes.

_____ Points assigned

Comments:

Maximum
Points

Rating Components

- 20 Description of Inservice Training for Instructors Each proposal must include a description of how inservice training will be provided for teachers that is designed to train them to effectively implement tech-prep education curricula and that provides for joint training for teachers from all participating agencies in the consortium. Maximum points can only be awarded to proposals that clearly provide for the integration of academic and vocational components within the curriculum, that include competency-based assessment of student outcomes, that show innovative instructional techniques that address low achievement, and non-traditional achievement, as well as coordination with middle school teachers where appropriate.

_____ Points assigned

Comments:

- 15 Description of Training Programs for Counselors Each proposal must include a description of how the training program will enable the counselors in each of the participating members of the consortium to more effectively recruit students for TECH-PREP programs; ensure that such students successfully complete such programs; and ensure that such students are placed in appropriate employment. Maximum points can only be given to proposals that also address fostering non-traditional enrollment and retention, and working with middle school counselors where appropriate.

_____ Points assigned

Comments:

Maximum
Points

Rating Components

- 30 Description of Equal Access and Program Services for Special Populations Each proposal must include a specific description of how equal access to the full range of technical preparation programs will be provided to individuals who are members of each of the five special populations. Each proposal must also address the development of TECH-PREP education program services appropriate to the needs of such individuals.

_____ Points assigned

Comments:

- 15 Preparatory Services Each proposal shall provide for preparatory services which assist all participants in, or potential participants in, such programs. Preparatory services include: services, programs, or activities designed to assist individuals who are NOT enrolled in vocational education programs in the selection of, or preparation for participation in, an appropriate vocational education or training program, such as: (a) services, programs, or activities related to outreach to, or recruitment of, potential vocational education students; (b) career counseling and personal counseling; (c) vocational assessment and testing; and (d) other appropriate services, programs or activities.

_____ Points assigned

Comments:

Maximum
Points

Rating Components

- 10 Enumeration of Special Populations Each proposal must include a completed Special Populations Enrollment Data table for each of the three years of the application. This table shall include the numbers of disadvantaged, LEP, handicapped, total male and female enrollments and correctional population enrollments to be served by the TECH-PREP program in each of the participating agencies in the consortium.

_____ Points assigned

Comments:

- 15 Budget Each proposal shall contain a detailed budget showing planned expenditures from federal and other sources for each of the three years of the planning and implementation of the TECH-PREP program. There shall be also be a separate three-year budget that shows the composite planned expenditures for all career guidance and counseling services (including preparatory service counseling) to be provided with federal and/or other funds. The planned expenditures must clearly tie to the planned activities in each of the three years. No more than 5% of the federal dollars requested shall be allowed for administrative costs, and only if there is an approved restricted indirect cost rate documented for the applicant agency.

_____ Points assigned

Comments:

140 TOTAL POSSIBLE BASE POINTS

_____ Total base points assigned

Maximum
Bonus
Points

Rating Components

- 20 Placement OR Transfer Maximum bonus points can be given to applications that provide for effective employment placement activities for program participants OR that provide for transfer of students to four-year baccalaureate degree programs. Effective employment placement activities are those that result in program completers' placement in jobs or fields in which they have been trained.

_____ Bonus points assigned

Comments:

- 20 Consultation Maximum bonus points can be given to applications that document development of the application in consultation with relevant business, industry, and labor-union representatives. Satisfactory documentation must include signed minutes of meetings in which the application has been discussed with such representatives OR letters from such representatives that attest to such consultation.

_____ Bonus points assigned

Comments:

- 20 Special Attention to Special Youth Maximum bonus points can be given to applications that effectively address the issues of dropout prevention and re-entry and the needs of minority youth, LEP youth, youth with handicaps, and disadvantaged youth.

_____ Bonus points assigned

Comments:

APPENDIX M

65% of Formula Allocation Amt = \$2,054,774
 70% = 1,438,342 20% = 410,955 10% = 205,477

15-Mar-91

Secondary Level Subrecipient	Chapter 1 Allocation	# Handic. Students (EHA)	# Students Enrolled	70% on Chapter 1 Basis	20% on Handicapped Basis	10% on Secondary & Adult Ed. Basis	Total Allocation	Meets Rural Def.
Absarokee HS	\$14,478	52	125	\$1,839	\$1,578	\$445	\$3,862	*
Alberton HS	\$22,060	29	78	\$2,802	\$880	\$278	\$3,960	*
Anaconda HS	\$171,860	223	772	\$21,835	\$6,765	\$2,751	\$31,351	
Arlee HS	\$72,191	46	288	\$9,171	\$1,396	\$1,026	\$11,593	*
Bainville HS	\$0	4	40	\$0	\$121	\$143	\$264	*
Baker HS	\$92,419	62	167	\$11,741	\$1,881	\$595	\$14,217	*
Beaverhead Co. HS	\$119,504	99	415	\$15,182	\$3,003	\$1,479	\$19,664	
Belgrade HS	\$59,240	157	430	\$7,526	\$4,763	\$1,532	\$13,821	
Bigfork HS	\$52,054	89	287	\$6,613	\$2,700	\$1,023	\$10,336	*
Billings HS	\$1,174,824	2033	9821	\$149,249	\$61,677	\$34,792	\$245,917	
Blue Sky HS	\$11,082	11	34	\$1,408	\$334	\$121	\$1,863	*
Box Elder HS	\$38,671	17	63	\$4,913	\$516	\$224	\$5,653	*
Bozeman HS	\$230,754	423	5626	\$29,315	\$12,833	\$20,045	\$62,193	
Bridger HS	\$10,711	26	88	\$1,361	\$789	\$314	\$2,463	*
Broadwater Co. HS	\$92,475	62	196	\$11,748	\$1,881	\$698	\$14,327	*
Browning HS	\$418,700	435	380	\$53,191	\$13,197	\$1,354	\$67,742	
Busby HS	\$80,000	35	135	\$10,163	\$1,062	\$481	\$11,706	*
Butte HS	\$481,029	855	3591	\$61,110	\$25,939	\$12,795	\$99,843	
Cascade HS	\$22,527	50	143	\$2,862	\$1,517	\$510	\$4,888	*
Centerville HS	\$18,474	43	91	\$2,347	\$1,305	\$324	\$3,976	*
Charlo HS	\$39,972	18	73	\$5,078	\$546	\$260	\$5,884	*
Choteau HS	\$52,527	49	154	\$6,673	\$1,487	\$549	\$8,708	*
Circle HS	\$78,625	39	134	\$12,529	\$1,183	\$477	\$14,190	*
Colstrip HS	\$299,827	178	734	\$38,090	\$5,400	\$2,615	\$46,105	
Columbia Falls HS	\$138,903	205	732	\$17,646	\$6,219	\$2,608	\$26,473	
Columbus HS	\$41,612	74	142	\$5,286	\$2,245	\$506	\$8,037	*
Conrad HS	\$30,193	78	326	\$3,836	\$2,366	\$1,162	\$7,364	
Custer Co. HS	\$224,326	224	649	\$28,498	\$6,796	\$2,312	\$37,606	
Cut Bank HS	\$54,442	95	255	\$6,916	\$2,882	\$909	\$10,707	
Darby HS	\$61,146	40	221	\$7,768	\$1,214	\$787	\$9,769	*
Denton HS	\$25,303	23	74	\$3,214	\$698	\$264	\$4,176	*
Dodson HS	\$14,851	13	110	\$1,887	\$394	\$392	\$2,673	*
Drummond HS	\$15,024	20	119	\$1,909	\$607	\$424	\$2,939	*
Dutton HS	\$3,566	18	128	\$453	\$546	\$456	\$1,455	*
Fairfield HS	\$20,802	12	171	\$2,643	\$364	\$609	\$3,616	*
Fairview HS	\$37,629	24	155	\$4,780	\$728	\$552	\$6,061	*
Fergus HS	\$288,366	205	593	\$36,634	\$6,219	\$2,113	\$44,966	
Flathead HS	\$388,594	697	1982	\$49,367	\$21,145	\$7,062	\$77,574	
Florence-Carlton HS	\$36,885	52	203	\$4,686	\$1,578	\$723	\$6,987	*
Fort Benton HS	\$69,830	36	255	\$8,871	\$1,092	\$909	\$10,872	*
Fort Shaw-Simms HS	\$65,984	84	155	\$8,383	\$2,548	\$552	\$11,483	
Frenchtown HS	\$23,591	44	246	\$2,997	\$1,335	\$876	\$5,208	*
Froid HS	\$3,090	4	87	\$393	\$121	\$310	\$824	*
Garfield Co. HS	\$71,554	19	81	\$9,090	\$576	\$289	\$9,955	*
Glasgow HS	\$92,597	43	306	\$11,763	\$1,305	\$1,090	\$14,158	
Granite HS	\$71,354	39	85	\$9,065	\$1,183	\$303	\$10,551	*
Great Falls HS	\$1,005,445	1057	3960	\$127,731	\$32,067	\$14,109	\$173,907	
Hardin HS	\$242,684	185	1038	\$30,830	\$5,612	\$3,698	\$40,141	
Harlem HS	\$162,443	50	202	\$20,637	\$1,517	\$720	\$22,873	*
Havre HS	\$363,342	220	2216	\$46,159	\$6,674	\$7,896	\$60,729	
Hays/Lodge Pole HS	\$83,021	31	58	\$10,547	\$940	\$207	\$11,694	*
Helena HS	\$430,683	1024	2695	\$54,714	\$31,066	\$9,602	\$95,382	
Heart Butte	\$60,756	21	48	\$7,718	\$637	\$171	\$8,527	*

Secondary Level Subrecipient	Chapter 1 Allocation	# Handic. Students (EHA)	# Students Enrolled	70% on Chapter 1 Basis	20% on Handicapped Basis	10% on Secondary & Adult Ed. Basis	Total Allocation	Meets Rural Def.
Hobson HS	\$25,241	12	74	\$3,207	\$364	\$264	\$3,834	*
Huntley Project HS	\$46,136	61	227	\$5,861	\$1,851	\$809	\$8,520	
Hysham HS	\$36,743	15	53	\$4,668	\$455	\$189	\$5,312	*
Jefferson HS	\$36,697	126	230	\$4,662	\$3,823	\$819	\$9,304	*
Joliet HS	\$27,288	32	137	\$3,467	\$971	\$488	\$4,926	*
Laurel HS	\$66,481	155	724	\$8,446	\$4,702	\$2,580	\$15,728	
Lincoln HS (L&C)	\$5,942	13	52	\$755	\$394	\$185	\$1,335	*
Lincoln Co. HS	\$51,238	85	270	\$6,509	\$2,579	\$962	\$10,050	*
Malta HS	\$84,413	63	232	\$10,724	\$1,911	\$827	\$13,462	
Manhattan HS	\$31,340	51	157	\$3,981	\$1,547	\$559	\$6,088	*
Medicine Lake HS	\$45,503	14	72	\$5,781	\$425	\$257	\$6,462	*
Missoula Co. HS	\$785,319	1326	6180	\$99,766	\$40,228	\$22,019	\$162,013	
Nashua HS	\$18,962	20	121	\$2,409	\$607	\$431	\$3,447	*
Opheim HS	\$9,018	2	56	\$1,146	\$61	\$200	\$1,406	*
Park City HS	\$30,165	47	125	\$3,832	\$1,426	\$445	\$5,703	*
Park HS	\$116,581	199	455	\$14,810	\$6,037	\$1,621	\$22,469	
Plains HS	\$23,140	54	170	\$2,940	\$1,638	\$606	\$5,184	*
Plenty Coups HS	\$40,443	22	43	\$5,138	\$667	\$153	\$5,958	*
Plentywood HS	\$39,424	27	303	\$5,008	\$819	\$1,080	\$6,907	*
Plevna HS	\$32,636	11	77	\$4,146	\$334	\$274	\$4,754	*
Polson HS	\$169,748	107	732	\$21,565	\$3,246	\$2,608	\$27,419	
Poplar HS	\$171,668	77	217	\$21,809	\$2,336	\$773	\$24,918	*
Powder River Co. HS	\$38,158	34	192	\$4,848	\$1,031	\$684	\$6,563	*
Powell Co. HS	\$107,297	133	312	\$13,631	\$4,035	\$1,112	\$18,777	
Red Lodge HS	\$25,765	48	252	\$3,273	\$1,456	\$898	\$5,627	*
Reedpoint HS	\$8,066	18	58	\$1,025	\$546	\$207	\$1,777	*
Rocky Boy HS	\$60,570	36	93	\$7,695	\$1,092	\$331	\$9,118	*
Ronan HS	\$260,160	107	503	\$33,051	\$3,246	\$1,792	\$38,089	*
Saco HS	\$7,080	13	71	\$899	\$394	\$253	\$1,547	*
Scobey HS	\$56,752	26	140	\$7,210	\$789	\$499	\$8,497	*
Shelby HS	\$147,137	71	186	\$18,692	\$2,154	\$663	\$21,509	
Shepherd HS	\$26,311	61	251	\$3,343	\$1,851	\$894	\$6,087	
Sheridan HS	\$34,281	30	132	\$4,355	\$910	\$470	\$5,735	*
Sidney HS	\$147,382	152	1135	\$18,723	\$4,611	\$4,044	\$27,379	
Stanford HS	\$51,820	11	75	\$6,583	\$334	\$267	\$7,184	*
St. Ignatius HS	\$90,530	60	333	\$11,501	\$1,820	\$1,186	\$14,508	*
Superior HS	\$35,831	48	175	\$4,552	\$1,456	\$624	\$6,632	*
Sweet Grass Co. HS	\$65,106	52	183	\$8,271	\$1,578	\$652	\$10,501	*
Thompson Falls HS	\$38,724	58	299	\$4,919	\$1,760	\$1,065	\$7,744	*
Troy HS	\$54,700	77	259	\$6,949	\$2,336	\$923	\$10,208	*
Valier HS	\$29,886	12	109	\$3,797	\$364	\$388	\$4,549	*
Victor HS	\$48,877	41	71	\$6,209	\$1,244	\$253	\$7,706	*
West Yellowstone HS	\$3,211	25	57	\$408	\$758	\$203	\$1,369	*
Whitfish HS	\$87,778	151	495	\$11,151	\$4,581	\$1,764	\$17,496	
Winifred HS	\$14,526	9	41	\$1,845	\$273	\$146	\$2,264	*
Winnett HS	\$43,833	10	70	\$5,569	\$303	\$249	\$6,121	*
Wolf Point Distr 45A	\$142,091	72	314	\$18,051	\$2,184	\$1,119	\$21,354	
TOTALS	\$11,322,038	13,546	57,670	\$1,438,342	\$410,955	\$205,477	\$2,054,774	

NOTE: Chapter 1 data represent section 1005 allocations for 1990-91 taken from May 31, 1990, Bulletin No. 64, from the Department of Curriculum Services, OPI; Handicapped enrollment from the numbers provided by OPI for the 1990-1991 grant entitlements; Total enrollment includes School Year 1989-90 data from OPI PLUS academic and vocational enrollment data from an 8/6/90 "Application for Adult Education" printout from OPI. "RURAL" designation is that of the U.S. Department of Education (NCES, CCD data) based on the U.S. Census classifications.

13-Feb-91

FY91 Higher Ed. share = 35% = \$1,106,417

Higher Ed. Eligible Recipient	Average # V-T Students per Term	Aver. # Disadv. V-T Students per Term	Percent Disadv. V-T Students in ER	Allocation based on Average # Disadv. V-T Students	Formula Allocation \$50,000 or more only
Billings VTC	314	139	44.3%	\$72,421	\$76,088
Butte VTC	336	173	51.3%	\$89,962	\$94,516
Great Falls VTC	482	252	52.2%	\$131,165	\$137,806
Helena VTC	324	150	46.2%	\$78,152	\$82,109
Missoula VTC	399	183	45.8%	\$95,346	\$100,173
Subtotal	1,856	896		\$467,046	\$490,692
Dawson Community College	180	104	57.8%	\$54,185	\$56,929
Flathead Valley Community College	243	118	48.7%	\$61,610	\$64,729
Miles Community College	182	129	70.8%	\$67,211	\$70,614
Subtotal	605	351		\$183,006	\$192,272
Blackfeet Community College	233	141	60.5%	\$73,289	\$77,000
Dull Knife Memorial College	34	27	81.2%	\$14,241	\$0
Fort Belknap College	121	121	100.0%	\$63,043	\$66,234
Fort Peck Community College	50	50	100.0%	\$26,051	\$0
Little Big Horn College	41	25	61.7%	\$13,025	\$0
Salish-Kootenai College	229	199	86.9%	\$103,508	\$108,749
Stone Child Community College	143	127	89.1%	\$66,169	\$69,519
Subtotal	849	690		\$359,326	\$321,502
Northern Montana College	397	186	46.9%	\$97,039	\$101,952
GRAND TOTAL	3,707	2,124		\$1,106,417	\$1,106,417
Total students minus below \$50,000 ER's		2,021			

APPENDIX N

20-3-210. Controversy appeals and hearings. (1) Except as provided under 20-3-211, the county superintendent shall hear and decide all matters of controversy arising in his county as a result of decisions of the trustees of a district in the county. When appeals are made under 20-4-204 relating to the termination of services of a tenure teacher or under 20-4-207 relating to the dismissal of a teacher under contract, the county superintendent may appoint a qualified attorney at law to act as a legal adviser who shall assist the superintendent in preparing findings of fact and conclusions of law. Subsequently, either the teacher or trustees may appeal to the superintendent of public instruction under the provisions for appeal of controversies in this title. Furthermore, he shall hear and decide all controversies arising under:

- (a) section 20-5-304 or 20-5-311 relating to the approval of tuition applications; or
 - (b) any other provision of this title for which a procedure for resolving controversies is not expressly prescribed.
- (2) The county superintendent shall hear the appeal and take testimony in order to determine the facts related to the controversy and may administer oaths to the witnesses that testify at the hearing. He shall prepare a written transcript of the hearing proceedings. The decision on the matter of controversy which is made by the county superintendent shall be based upon the facts established at such hearing.

(3) The decision of the county superintendent may be appealed to the superintendent of public instruction, and if it is appealed, the county superintendent shall supply a transcript of the hearing and any other documents entered as testimony at the hearing to the superintendent of public instruction.

(4) Cost incurred by the office of the county superintendent shall be paid from the general fund budget of the county in which the controversy is initiated.

History: En. 75-5811 by Sec. 29, Ch. 5, L. 1971; and. Sec. 1, Ch. 306, L. 1974; R.C.M. 1947, 75-5811; and. Sec. 3, Ch. 489, L. 1979.

Cross-References
Oaths, Title 1, ch. 6

Review by Superintendent of Public Instruction, 20-3-354.
Perjury, 45-7-201.

20-3-211. Disqualification of county superintendent. A county superintendent may not hear or decide matters of controversy pursuant to 20-3-210 when:

- (1) he is a party to or has an interest in the controversy;
- (2) he is related to either party in the controversy by consanguinity or affinity within the sixth degree, computed according to the rules of law;
- (3) either party to the controversy makes and files with the county superintendent of schools an affidavit that he has reason to believe and does believe that he cannot have a fair and impartial hearing before the county superintendent by reason of the bias or prejudice of the county superintendent; or
- (4) the controversy involves the education or possible identification of a handicapped child.

History: En. Sec. 1, Ch. 489, L. 1979; and. Sec. 1, Ch. 236, L. 1987.

Cross-References
Code of ethics, Title 2, ch. 2, part 1

20-3-107. Controversy appeal. (1) The superintendent of public instruction shall decide matters of controversy when they are appealed from:

- (a) a decision of a county superintendent rendered under the provisions of 20-3-210; or
- (b) a decision of a county transportation committee rendered under the provisions of 20-10-132.

(2) The superintendent of public instruction shall make his decision on the basis of the transcript of the fact-finding hearing conducted by the county superintendent or county transportation committee and documents presented at the hearing. The superintendent of public instruction may require, if he deems necessary, affidavits, verified statements, or sworn testimony as to the facts in issue. The decision of the superintendent of public instruction shall be final, subject to the proper legal remedies in the state courts. Such proceedings shall be commenced no later than 60 days after the date of the decision of the superintendent of public instruction.

(3) In order to establish a uniform method of hearing and determining matters of controversy arising under this title, the superintendent of public instruction shall prescribe and enforce rules of practice and regulations for the conduct of hearings and the determination of appeals by all school officials of the state.

(4) Whenever in a contested case the superintendent of public instruction is disqualified from rendering a final decision, he shall appoint a hearing examiner as provided in 2-4-611 and the decision of the hearing examiner constitutes the superintendent's final order except as provided in this subsection. Such final order is subject to all the provisions of Title 2, chapter 4, relating to final agency decisions or orders, including judicial review under Title 2, chapter 4, part 7.

History: En. 75-5709 by Sec. 18, Ch. 5, L. 1971; and. Sec. 1, Ch. 300, L. 1974; R.C.M. 1947, 75-5709; and. Sec. 2, Ch. 467, L. 1979.

Perjury, 45-7-201
False swearing, 45-7-202.

Cross-References
Oaths, Title 1, ch. 6.
Affidavits, Title 26, ch. 1, part 10.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

Policy and Procedures Manual

PAGE: 203.5.2 (1 of 3)

SUBJECT: GOVERNANCE AND ORGANIZATION

Effective: Oct. 25, 1990

Section: 203.5.2 Appeals

Issued: Dec. 26, 1990

Approved: *P. J. Brink*

Preamble:

The purposes of this procedural policy include, but are not limited to, the following:

1. To assure to the constituencies governed by or served by the Board of Regents, the existence of an administrative procedure to exercise any legal right due them from the Board.

2. To assure the Board of Regents of Higher Education that the plenary authority they maintain over the Montana University System and the Vocational Technical Centers is exercised with knowledge of the facts relevant to any decision.

3. To minimize litigation between the University System or the Vocational Technical Centers and their constituencies by allowing the Board of Regents to become informed as to any disagreement and to allow the Board to exercise its authority to remedy a grievance.

Board policy:

1. Any party adversely affected by the final decision of a center director or campus president may appeal, within thirty (30) days of the director's or president's decision, to the Commissioner of Higher Education, unless a Board of Regents policy or an employment agreement explicitly provides that the decision of the director or president is the final administrative review. The Commissioner's decision may be appealed to the Board of Regents as provided below.

2. The Commissioner may in his or her discretion limit the scope of review to procedural matters.

3. The Commissioner may not substitute his or her judgment for the substantive decision made by the director or president, unless the director or president's decision was arbitrary and capricious, or clearly erroneous based on the facts in the record.

4. This policy does not apply to any matters which are subject to the grievance procedure of a collective bargaining contract.

5. Appeals of decisions initially made by the Commissioner may be appealed to the Board pursuant to procedure #6 below.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

Policy and Procedures Manual

PAGE: 203.5.2 (2 of 3)

SUBJECT: GOVERNANCE AND ORGANIZATION

Effective: Oct. 25, 1990

Section: 203.5.2 Appeals

Issued: Dec. 26, 1990

Approved: *P D Brink*

Procedures:

1. Appeals must be in writing, addressed to the Commissioner, and shall state the decision being appealed, the basis for the appeal, and the relief desired. Upon receipt of the appeal, the Commissioner shall notify the party of the scope of review and the procedure to be followed.

2. A party must use the procedures established at the campus level before appealing to the Commissioner. In the absence of applicable procedures, the party may appeal a determination by a university official to the immediate supervisor. The final administrative decision at the campus level is that of the director or president.

3. The Commissioner may attempt to achieve an informal disposition of the appeal. An informal disposition is binding only if the appealing party and the campus president agree to the proposed resolution.

4. Subject to the provisions of paragraph 5, the appeal will be decided based upon materials submitted by the appealing party and by the director or president. The parties to the appeal have no right to introduce materials or raise issues that have not been part of the campus record. A full or partial hearing may be conducted, if

a) the right to a hearing is established by a Board of Regents' policy on the particular subject matter; or

b) failure to conduct a hearing would violate the party's constitutional due process rights.

5. The Commissioner may request that the parties submit additional materials or he may on his own initiative take notice of other relevant matters. The Commissioner may remand the matter back to the campus or he may affirm, reverse, or modify the campus decision or he may present the appeal to the Board for its consideration.

6. Within 30 days of the Commissioner's decision a party may appeal the decision to the Board. Such appeals must be in writing, be addressed to the Board in care of the Commissioner, shall state the decision being appealed, the basis for the appeal, and the relief desired. The Commissioner shall place the matter on the Board's agenda, though the Board may choose not to entertain the appeal. If the Board accepts the

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

Policy and Procedures Manual

PAGE: 203.5.2 (3 of 3)

SUBJECT: GOVERNANCE AND ORGANIZATION

Effective: Oct. 25, 1990

Section: 203.5.2 Appeals

Issued: Dec. 26, 1990

Approved: *P D Brink*

appeal, it will specify the scope of review and may request a full or partial hearing. The decision of the Board affirming, reversing, modifying or refusing to hear the appeal is the final administrative determination.

7. No matters subject to this policy shall be considered final until the procedures of this policy have been used to present the matter to the Board of Regents. When a party fails to exercise the appeal rights guaranteed by this policy the party accepts the lower level decision as final and waives the right to contest the matter further.

History:

By-laws, Article VIII (rescinded February 15, 1977); Item 15-001-R0277, February 15, 1977 (rescinded). Item 21-003-R0778, Appeals; Montana University System, November 2, 1979, June 21, 1985, and October 25, 1990.

144/676

APPENDIX P

SUMMARY OF SPECIAL POPULATION NEEDS ASSESSMENTS

Representative Sampling Procedures

In order to assure review of Local Applications from the local education agencies (LEA's) and higher education institutions that together serve the majority of secondary and postsecondary vocational students, a stratified sampling technique was used to determine the locally-assessed needs of the disadvantaged, LEP, and handicapped students. All Local Applications at the secondary and postsecondary levels were reviewed for the gender equity population assessments.

The seven LEA's serving the seven largest cities in Montana were reviewed by the state-level Chapter 1, IDEA, and LEP coordinators, as well as by the Perkins Gender Equity Coordinator. This initial review encompassed 44% of the state's secondary students. Then, four samples of ten other LEA's were randomly drawn and one sample reviewed by each of the four special population coordinators. This sampling resulted in Local Application review by one to three of the four special population coordinators for LEA's serving 60% of Montana's secondary students.

The Local Applications of the five vocational-technical centers and Northern Montana College were reviewed by all the state-level special population coordinators. This represents 61% of all the vocational-technical education enrollments in the state. None of the remaining seven higher education Local Applications was drawn in the random sampling. All thirteen higher education Local Applications were reviewed by the Gender Equity Coordinator.

As mentioned in Section F of this Plan, there were three levels of response to the special populations' needs assessment requirement of P.L. 101-392: (1) a "full" response of assessment, or planned assessment, of the vocational needs of each special population represented in the LEA or higher education institution; (2) a "partial" response of assessment or planned assessment of some, but not all, of the special populations; and (3) an "inadequate" response in regard to assessment of vocational needs of the special populations. All Local Applications that do not adequately address needs assessment and planned interventions for all represented special populations will be modified to an acceptable level before funding will be approved.

We can derive some preliminary descriptions of those needs based on the responses of eligible recipients that did assess the needs of their special populations. Whether or not the programs that are planned to meet those needs will be responsive to, and effective in dealing with, those needs will be evaluated annually by the eligible recipients in terms of Montana's core standards and measures of performance and program effectiveness. We anticipate that the state will be providing status reports on this issue in annual reports to the U.S. Department of Education.

Description of Needs of Special Populations

Secondary School Disadvantaged Students

The major needs identified were for career guidance and vocational counseling. Additional needs are for development of improved problem-solving skills and remedial instruction.

Higher Education Disadvantaged Students

Disadvantaged students who are primarily economically disadvantaged have difficulty affording the costs of elective higher education. These students need financial aid counseling and support services, such as assistance with dependent care and transportation costs. They also need training and retraining opportunities to prepare them to obtain higher paying, technically-advanced employment.

Students who are educationally disadvantaged frequently experience difficulty in mastering basic math and English skills for success in advanced technical courses. These students need preliminary testing (after admission) and vocational counseling, remedial courses, tutorial services, and access to computer-assisted instructional labs for self-paced study.

LEP Secondary Students

The majority of these students are American Indian students with dual-culture linguistic demands. It is estimated that at least one-third of all secondary schools in Montana have American Indian children enrolled, making up to eight percent of the K-12 student body. There are also distinct immigrant groups that have located in Montana, such as the Hmong from southeast Asia and Russian immigrants. None of the immigrant LEP populations is large.

The vocational education needs of the American Indian LEP student have not been addressed separately from the overall need to accommodate both the cultural heritage and the demands of the surrounding culture. The predominant needs of the immigrant populations appear to be: curricular materials in their native language; remedial services; tutorial services; life skills training; and familiarization with American technology.

LEP Higher Education Students

The overwhelming majority of LEP students in postsecondary vocational education in Montana are American Indian students attending tribal colleges on the reservations. Each tribal college is sensitive to the often competing demands made on their students in a dual-culture environment. Preservation of cultural heritage and preparation for successful employment in the surrounding culture often require parallel instructional opportunities.

Secondary School Handicapped Students

Handicapped students in secondary schools must have Individualized Education Plans that are developed in consultation with parents and special education educators and that have vocational education components whenever indicated by the students' needs. Common needs are for vocational guidance services, provision of mainstream vocational education opportunities with tutorial support, and appropriate orientation to the world of work.

Higher Education Handicapped Students

Handicapped students who are not referred to vocational-technical education institutions through Vocational Rehabilitation services must identify themselves as handicapped or remain unidentified within the higher education student body. Needs exist for adequate testing and vocational counseling as well as for remedial aids, such as adaptive equipment, tutors, and sign interpreters.

Secondary School Gender Non-Traditional Students

Guidance counseling, retention within the vocational program from introductory through advanced courses, remedial courses and/or tutoring services, and provision of non-traditional role models are identified as needs of non-traditional students at the secondary level.

Higher Education Gender Non-Traditional Students

Support services such as tutoring, mentoring, dependent care and transportation assistance are identified as retention needs of the post-secondary gender non-traditional vocational-technical student.

Correctional Populations

This is the most under-represented group at both the secondary and higher education levels. There are two LEA's providing gender-segregated secondary education to Montana's correctional youth. Neither received a large enough local allocation to make submitting a three-year application worth while. Only two other LEA's are geographically close enough to offer additional vocational education services to those incarcerated populations. The Montana State Prison and Women's Correctional Center are not eligible for local allocations, but rather are covered by the one percent setaside for Correctional Plans.

Any provision of vocational education to incarcerated populations in Montana is done on a case-by-case basis from which generalizations cannot now be made.

APPENDIX Q

MONTANA'S INITIAL CORE STANDARDS FOR MEASURES OF PERFORMANCE AND PROGRAM EFFECTIVENESS SECONDARY AND POSTSECONDARY VOCATIONAL EDUCATION/APPLIED TECHNOLOGY PROGRAMS

Federal Requirements:		CORE STANDARDS	Secondary and Postsecondary Standards for Measurement
Learning and competency gains, including STUDENT PROGRESS in achievement of basic and more advanced academic skills (115(b)(1))	★ 80% of students show a competency gain over a locally established baseline.		Examine competency gains through pre- and post-test assessments with either standardized assessment instrument(s) or teacher/faculty-developed locally referenced test.
		Measures of performance (115(b)(2)) OUTCOMES	Examine baseline and annual retention rate by funded program(s).
	Documented increase in school retention rate of vocational students in the funded program(s) compared to the average of the three previous years or other relevant baseline.		Examine baseline and annual competency attainment data for funded program(s).
		Documented increase in percent of students showing competency attainment by completion of funded program.	Examine baseline and annual placement rates by funded program(s).

★ Eligible recipients may make local modifications to this standard based on economic, geographic, or demographic factors, or the characteristics of the population to be served. This means if more than 20% of the students served cannot be expected to make progress according to standardized or local tests, the eligible recipient must explain why and suggest a more appropriate percent for assessing progress.

Federal Requirements:	CORE STANDARDS	Secondary and Postsecondary Standards for Measurement
-----------------------	----------------	---

Incentives to encourage services to targeted groups or special populations (115(b)(3))	<p><u>Most-Improved Programs:</u> Statewide recognition will be given to the ten programs that demonstrate the greatest increase in services to at least four of the five special populations.</p>	Report numbers of special population members by group and show increases over baseline number served by group.
--	---	--

* Monetary Incentives:
In second and third years of the application period, additional funds will be allocated according to the federal formula to the top ten programs identified above.

* Subject to approval by the U.S. Department of Education to use up to six percent of the formula-allocated funds to provide such incentives.

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APPENDIX R



Missoula Vocational
Technical Center

- Post Secondary Vocational Technical Education
- Adult Continuing Education
- Community Service

Phone (406) 542-6811 909 South Avenue West Missoula, Montana 59801-7910

February 20, 1991

Board of Regents
Montana University System
33 South Last Chance Gulch
Helena, MT 59620-2602

Gentlemen:

The Montana Committee of Practitioners, as mandated by the new Carl D. Perkins Vocational and Applied Technology Education Amendments of 1990, was formed in October, 1990, and has had three meetings in Helena. Attached is a copy of the committee membership; please note that representatives of local educational agencies, school administrators, teachers, parents, members of local boards of education, representatives of institutions of higher education, and students are represented.

Attached is the Committee recommendation for "MONTANA'S INITIAL CORE STANDARDS FOR MEASURES OF PERFORMANCE AND PROGRAM EFFECTIVENESS" for use of Carl D. Perkins funds in secondary and postsecondary vocational education/applied technology programs. These initial standards and measures were approved by committee members subject to annual review.

The Committee membership would like to commend the involvement, cooperation, and guidance from the staff of the Commissioner's Office, Office of Public Instruction, and the Montana Council on Vocational Education.

Respectfully,


Penny Jakes
Committee Chair
COMMITTEE OF PRACTITIONERS

rc

2 Attachments: Membership List
Core Standards and Measures

cc: Committee Members
State Officials

A STATE DESIGNATED POST-SECONDARY VOCATIONAL TECHNICAL CENTER

Accredited by Northwest Association of Schools and Colleges

ANNUAL EVALUATION FORMAT

Report on Program Year 1992 _____
1993 _____
1994 _____

Name, Legal Entity No. and School Code of Consortium members (if any):

Signature

Measure(s) of Performance

For EACH objective that was NOT reached during the program year, provide the following information using the following format:

Objective not achieved: _____

<u>Reason Objective not Achieved</u>	<u>Strategies to Achieve Objective</u>
_____	_____
_____	_____
_____	_____

Program Review:

For EACH vocational education program assisted with Perkins funds during the program year, provide ALL the student progress and outcome information in the following "Access, Progress and Success" Format. Then, with the full and informed participation of representatives of individuals who are members of EACH special population enrolled in your agency, conduct a program review of EACH assisted program to:

1. identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to vocational education programs OR success in such programs for individuals who are members of the Perkins special populations; AND
2. evaluate the progress of individuals who are members of special populations in vocational education programs funded with Perkins funds; AND
3. evaluate the progress of vocational education programs assisted with Perkins funds in providing vocational education students with strong experience in, and understanding of, all aspects of the industry the students are preparing to enter.

Provide a written summary of each of the three aspects of program review described above for EACH vocational program assisted with Perkins funds during the program year.

Provide documentation of the full and informed program review participation of representatives of EACH of the five Perkins special populations enrolled in your agency. (If any of the five special populations is not represented in your agency, please make that statement.) This documentation may be in the form of minutes of program review meeting(s) with rosters of signatures of attendees OR signatures on a statement page that documents that the process took place and that the representatives were fully informed and participated in the program reviews.

If your agency has not made "substantial progress" in meeting the Montana standards and measures of performance in program year 1992 as defined in the Montana State Plan for Vocational Education in Accordance with P.L. 101-392, your agency must file a "Local Program Improvement Plan" in accordance with section 117(b) of the Act. Substantial progress is defined in the Montana State Plan as:

achievement of at least the 80% standard of student competency gains in Perkins-assisted programs OR improvement over baseline in student outcomes for the majority of programs assisted.

In this definition, "majority" means more than 50%. Therefore, if only one or two programs are assisted, progress must be made in the sole, or in both, programs assisted. If substantial progress has not been made, the recipient agency must develop a plan, in consultation with teachers, parents and students concerned, for program improvement for the next school year, i.e., program year 1993.

Local Program Improvement Plan - Program Year 1993

The plan must describe how the recipient agency will identify and modify programs funded with Perkins funds including:

- 1) a description of vocational education and career development strategies designed to achieve progress in improving the effectiveness of the funded program; AND
- 2) if necessary, a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

If this local plan requires a change in the objectives, activities and/or initially planned and approved expenditures of Perkins funds, the eligible recipient agency must file a Local Application Modification along with the Annual Evaluation and Final Fiscal Report. LEA's modifications must be submitted to the Office of Public Instruction and the higher education local application modifications to the Office of the Commissioner of Higher Education by August 31, 1992. The Local Application Modification will be reviewed by the appropriate state staff and revised approved budgets will be issued by September 30, 1992.

State and Local Joint Plan - Program Year 1994

The Annual Evaluation is conducted by the recipient agency at the end of program year 1993. If the Local Program Improvement Plan implemented in program year 1993 does not result in sufficient progress in meeting the requirements of Montana's core standards and measures of performance in that year, state staff will work jointly with the recipient agency, teachers, parents, and students concerned to develop a joint plan for program improvement. The term "sufficient progress" is defined as

improvement made in at least 50% of those programs for which the Local Program Improvement Plan was implemented.

The Joint Plan must contain:

- 1) a description of the technical assistance and program activities the state staff will provide to enhance the performance of the recipient agency;

- 2) a reasonable timetable to improve the recipient agency performance under the joint plan;
- 3) a description of vocational education strategies designed to improve the performance of the program as measured by the evaluation; AND
- 4) if necessary, a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

If the Joint Plan requires a change in the objectives, activities and/or initially planned and approved expenditures for program year 1994, the eligible recipient agency must file a Local Application Modification along with the Annual Evaluation and Final Fiscal Year Report by August 31, 1993. The Local Application Modification will be reviewed by the appropriate state staff and revised approved budgets issued by September 30, 1993.

FINAL REPORT FORM
FOR CARL D. PERKINS
VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT PROJECTS

Recipient Agency: _____
 Address: _____
 Telephone Number: _____ Legal Entity No: _____
 School Code: _____
 Project Director: _____
 Project Number: _____
 Project Title: _____

	<u>Grades 9-12</u>		<u>Postsecondary/Adult</u>		<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	
. SP/DH/SPW					
# Econ. Disadv.					
. Gender Equity					
. Consumer Homemaking					
. State Leadership					
. CBO					
. Tech-Prep					
UNDUPLICATED TOTAL					

Measures of Accomplishment

[illegible]

Accomplishment of Objectives: (continued)

Objectives

Measures of Accomplishment

Quote and/or paraphrase any comments by participant(s) that indicate the success of the project. _____

If a publication and/or report was made, how did you let others know about your findings and/or success? _____

How did you coordinate your project activities with: Private Industry Councils, Adult Education Programs, Chapter 1 teachers, special education teachers, Social and Rehabilitation (SRS) representatives, vo-tech centers or other relevant entities? _____

What guidance, counseling programs and career development activities were provided to participants? _____

EQUIPMENT INVENTORY

If any federal funds were used to purchase equipment costing more than \$300.00 for postsecondary projects, or more than \$5,000 for secondary projects, please complete the inventory on the next page. It is assumed that you have and will continue to have adequate safeguards to prevent loss, damage or theft of the equipment. It is further assumed that adequate maintenance procedures are used to keep the equipment in good condition.

The inventory requirements come from the Code of Federal Regulations (CFR) 34 Parts 1 to 299; Revised July 1, 1985, Sections 74.134 through 74.139.

Equipment purchased with federal funds must remain on inventory for five (5) years, or audit trail information on the disposition of equipment must be available for five (5) years. No equipment may be sold, traded or disassembled so as to lose its original identity unless procedures of CFR 34 Section 74.139 are followed. Assistance with this section may be obtained from Russ Fillner, Office of the Commissioner of Higher Education (444-6570) for post-secondary projects and from Sylvia Stevens of the Office of Public Instruction (444-4403) for secondary projects.

EQUIPMENT INVENTORY

Description/Name and Serial #	Date Acq. Mo/Da/Yr	Cost of Equip.	\$ of Cost from Fed.	Location of Equip.	Cond. of Equip.*	Note on Transfer Replace or Dispos. of Equip.

* G = Good
F = Fair
P = Poor

● Expenditures for all tangible property other than equipment as defined below.
 ● Expenditures for all tangible, non-expendable property having a useful life of more than one year and an acquisition cost of:
 Secondary subrecipients = \$5,000 per unit
 Postsecondary subrecipients = \$300 per unit

Signed by: _____

Authorized Signature _____

Date: _____

APPENDIX U

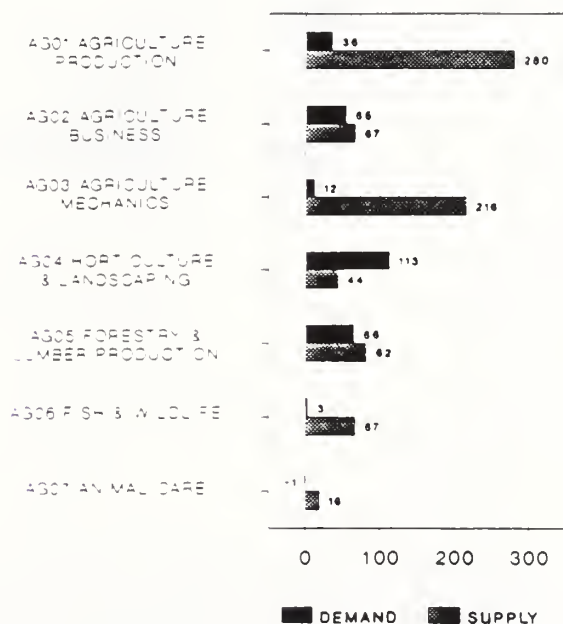
MONTANA OCCUPATIONAL SUPPLY AND DEMAND INFORMATION

The Montana State Occupational Information Coordinating Committee (SOICC) periodically produces the Montana Supply and Demand Report. The September, 1990 edition provides statewide demand versus supply data by occupational and education/training clusters based on estimated annual openings versus training completers data. Of the eleven major clusters reported, ten are relevant to public offerings of vocational and applied technology education.

AGRICULTURE CLUSTERS

DEMAND VS. SUPPLY

ESTIMATED ANNUAL OPENINGS VS. TRAINING COMPLETERS



Agriculture Clusters

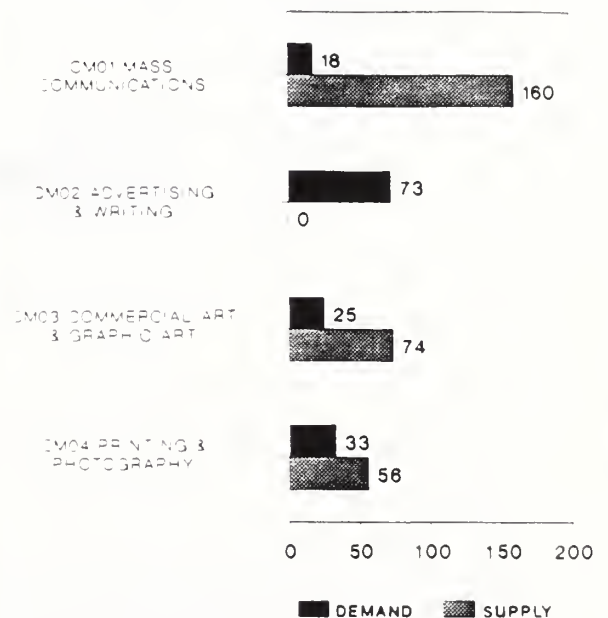
Shortage/Surplus Situation:

Many agricultural workers are self-employed. Self-employed workers are not reported in this data. Therefore, an accurate estimate of shortage or surplus workers in agricultural clusters is not possible.

COMMUNICATIONS CLUSTERS

DEMAND VS. SUPPLY

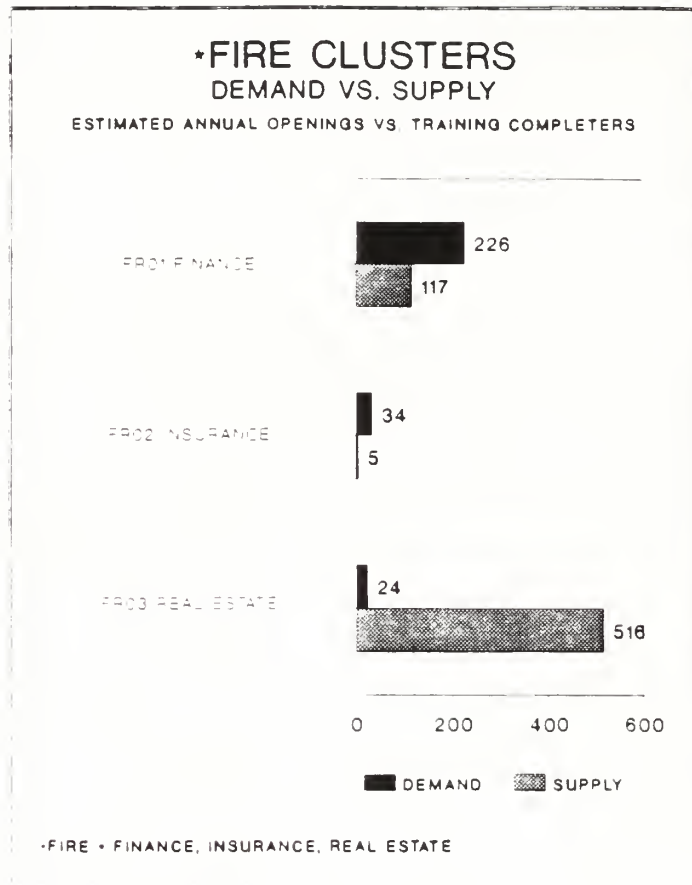
ESTIMATED ANNUAL OPENINGS VS. TRAINING COMPLETERS



Communications Clusters

Shortage/Surplus Situation:

Supply of trained workers outnumbers annual average openings in each communications cluster, except CM02 (Advertising and Writing). No supply data is available for CM02. Some workers in these fields are self-employed, such as writers, movie producers, graphic artists, and interior designers. This would eliminate demand information for those occupations. Most of the training for occupations in the communications clusters is at the college level.

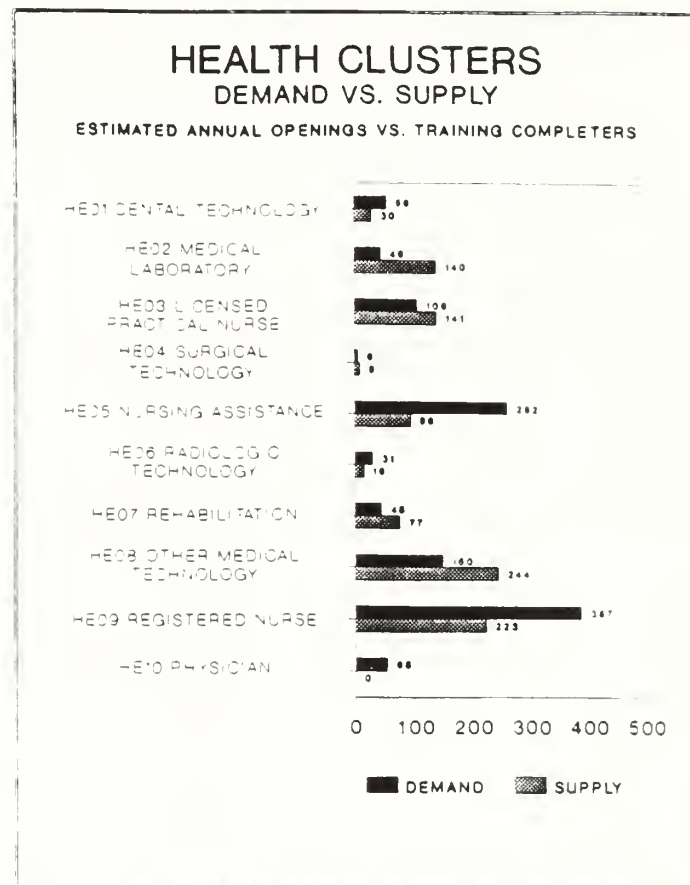


FIRE (Finance, Insurance, Real Estate) Clusters

Shortage/Surplus Situation:

Some workers in insurance occupations are self-employed. Supply of trained workers in insurance is low. Workers in insurance occupations can be trained in other programs and change their field of work.

There are many people who complete real estate training programs through private schools. This is a licensed occupation, and all people who take the training may not become licensed. Many real estate brokers are self-employed.



Health Clusters

Shortage/Surplus Situation:

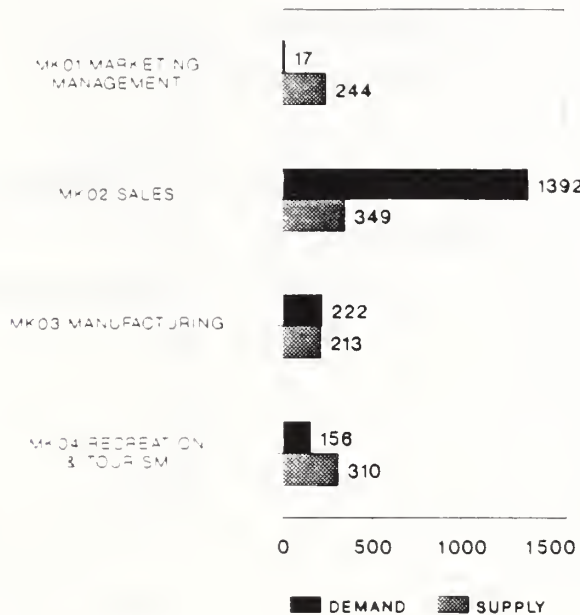
Two occupations in these clusters are in high demand and could have potential shortages of workers. These are Registered Nurses (HE09) and Nursing Aides and Orderlies (HE05). Registered Nurses get their education through the higher education system in Montana. Nursing Aides and Orderlies receive their training through the vocational technical centers, Job Corps centers, or on-the-job. Nursing Aides and Orderlies are high-turnover jobs.

Clusters HE01 (Dental Technology) and HE10 (Physician) also show a shortage of workers. Examination of data in these clusters show occupations such as Dentists and Physicians, which are self-employed occupations. Supply/demand data is not captured for self-employed workers.

There are no serious surplus situations within the Health Clusters.

MARKETING CLUSTERS DEMAND VS. SUPPLY

ESTIMATED ANNUAL OPENINGS VS. TRAINING COMPLETERS



Marketing Clusters

Shortage/Surplus Situation:

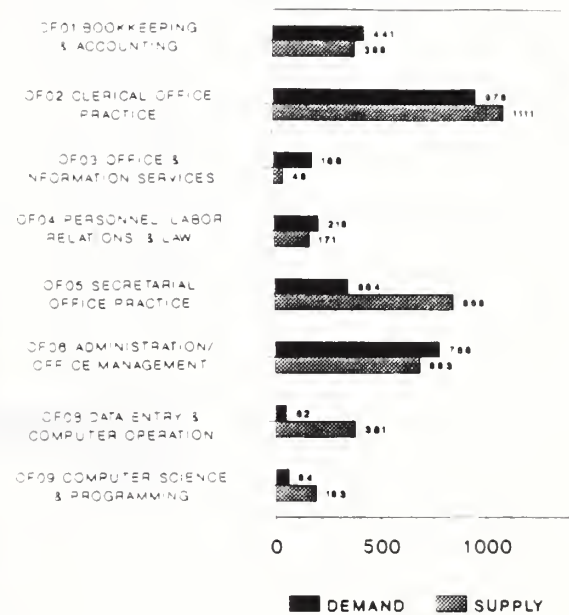
Many of the jobs in these clusters require only on-the-job training.

Data shows a shortage of Retail Salespeople in MK02 (Sales). This is the highest demand occupation in Montana. Many of these jobs have a high turnover rate.

Some occupations in MK04 (Recreation and Tourism) are seasonal jobs. Some, such as hunting and outfitting guides, may also be self-employed occupations.

OFFICE CLUSTERS DEMAND VS. SUPPLY

ESTIMATED ANNUAL OPENINGS VS. TRAINING COMPLETERS



Office Clusters

Shortage/Surplus Situation:

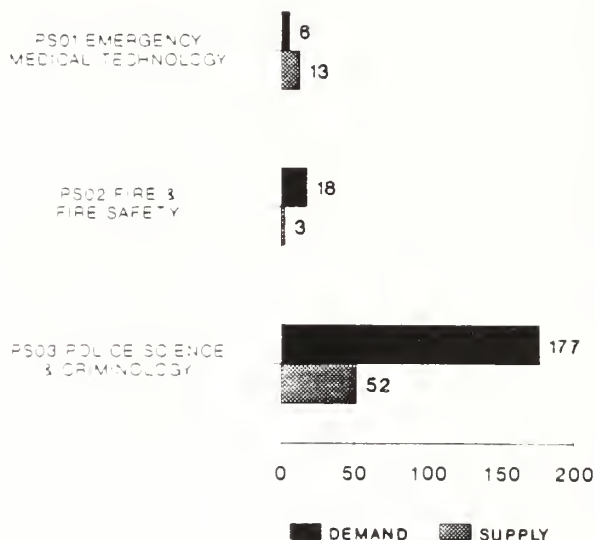
Office clusters contain five of the top 20 high growth occupations for Montana. These are Accounting Clerks, General Managers, Secretaries, General Office Clerks, and Stock Clerks. Training for these occupations is provided through the vocational technical centers, higher education, public secondary programs, Job Corps, and on-the-job training.

These clusters also include Stenographer, the lowest demand occupation in the state.

PROTECTIVE SERVICE CLUSTERS

DEMAND VS. SUPPLY

ESTIMATED ANNUAL OPENINGS VS. TRAINING COMPLETERS



Protective Service Clusters

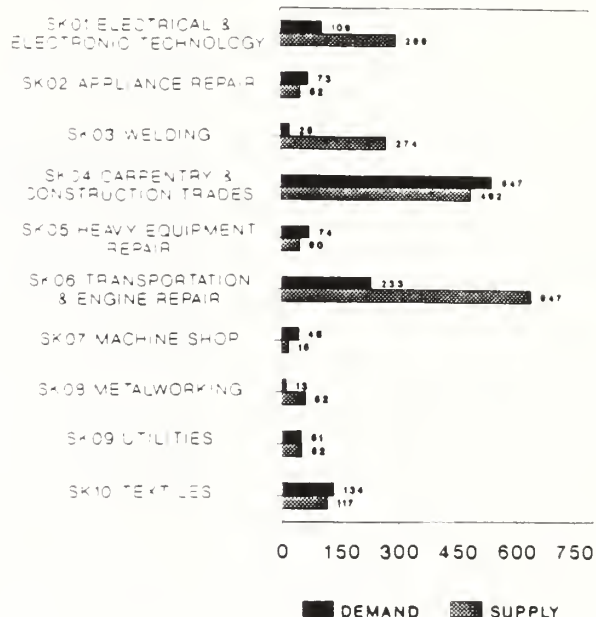
Shortage/Surplus Situation:

The largest demand for these clusters occurs in PS03 (Police Science and Criminology). Complete supply data is not available in this report. Missing data includes data from the smoke jumping school in Missoula and the Highway Patrol Academy in Bozeman.

SKILLS CLUSTERS

DEMAND VS. SUPPLY

ESTIMATED ANNUAL OPENINGS VS. TRAINING COMPLETERS



Skills Clusters

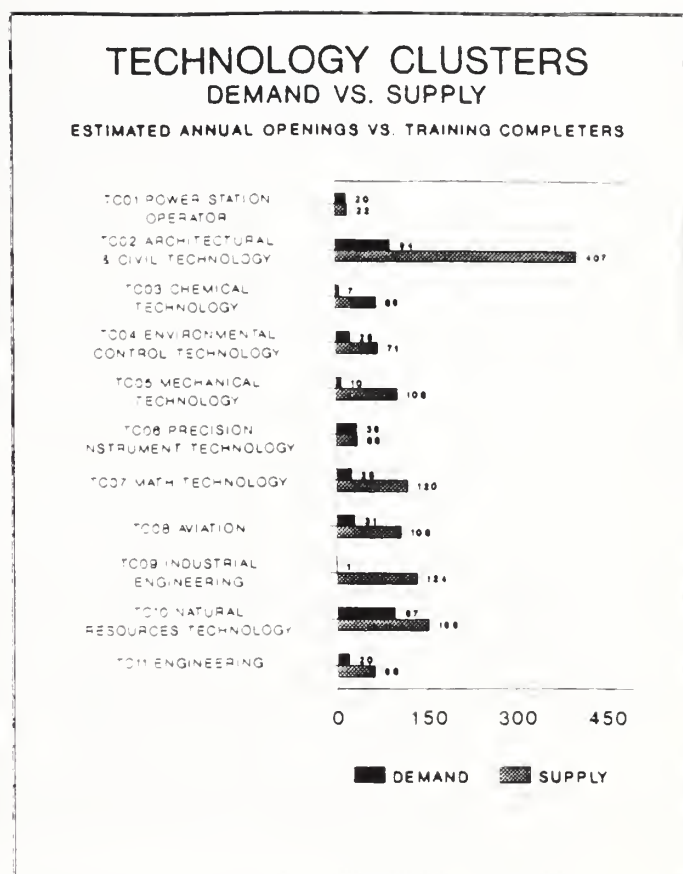
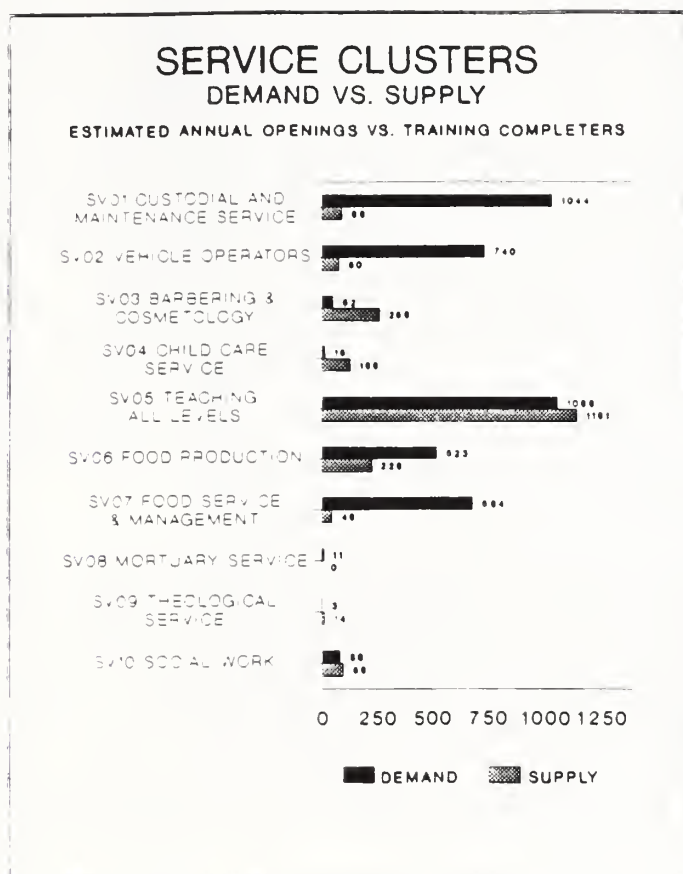
Shortage/Surplus Situation:

Skills clusters include two declining occupations--Machine Tool Operators and Machine Tool Cutters.

Also included in these clusters is Carpentry, one of the 20 high growth occupations for Montana. Some of these workers are self-employed.

Supply data may be missing for SK04 (Carpentry and Construction Trades) and SK06 (Transportation and Engine Repair), because some of these workers are trained on-the-job.

Many occupations in the Skills clusters are apprenticeable.



Service Clusters

Shortage/Surplus Situation:

Service clusters include ten of the top 20 high growth occupations.

There are shortages of trained workers shown in four of the clusters. Many workers in these jobs receive training on-the-job, so they are not counted in supply data. Many of these occupations are high-turnover, lower-paying jobs.

There is a surplus shown in SV03 (Barbering and Cosmetology). Training for these occupations is through private schools. Many of these workers may be self-employed.

Technology Clusters

Shortage/Surplus Situation:

There is a supply surplus in all but two of the Technology clusters. Many of these trained workers may have to leave Montana to seek employment.

Ten occupations in these clusters are declining occupations in Montana. Most are mining-related occupations.

Many occupations in the Technology clusters are apprenticeable.

The Montana Department of Labor and Industry's Research and Analysis Bureau has produced an excellent document entitled "Workforce to the Year 2000: Opportunities and Challenges," August, 1988. This report addresses national and state occupational trends and provides projections of growth and decline careers in Montana. The report states that "...between 1986 and the year 2000 Montana can anticipate some 3,560 new jobs annually, and 3,100 of these new jobs will be in the service-producing industries. The cumulative effect of this increase...will be to increase the already existing majority of jobs in this sector. By the year 2000 fully 87 percent of Montana's wage and salary jobs...will be found in the service-producing industries." (pp. 27-28) The report further says that "...Montana's greatest job opportunities for the future are located in the business and consumer services area. Business and consumer services jobs will increase by over 29 percent, while sales jobs follow at a close second when new wholesale and retail sales jobs are combined. These three categories---business/consumer services jobs, wholesale and retail sales---will account for 37,400 of Montana's new jobs by the year 2000, or 75 percent of the total of 49,900 new jobs." (pp.29-30)

Within the business/consumer services jobs, health services are "...the single largest growth area... The greatest growth will be in the health care maintenance area, particularly the need for almost 3,000 more registered nurses and over 450 new licensed practical nurses. Among the increases for medical technicians, the largest growth areas will be for radiologic, medical records, and medical laboratory technicians. Finally, health care assistants as a category is the second largest growth area, with nursing aides and orderlies, dental assistants and medical assistants experiencing the largest occupational growth." (pp. 33-36)

Vocational Education Offerings in Montana

Approved secondary vocational education programs in Montana' public schools include the following:

- Agriculture Education
- Business and Office Education
- Marketing Education
- Consumer and Homemaking Economics
- Technology Education
- Allied Health Occupations
- Trades and Industrial Education

Vocational-Technical Education Offerings in Montana

The following page includes Board of Regents approved vocational-technical education offerings in the State's public institutions of higher education as of program year 1989/90.

PROGRAMS and OPTIONS

• C = certificate • D = associate or other degree • S = semesters • Number = length in quarters or semesters (if preceded by an "S")

For options under programs, contact Admissions Offices

C.P. Code

MARKETING, MANAGEMENT AND BUSINESS

06 0401	Business	C S2				D S4
07 0603	Business Management	C S3	C3			
07 0603	Business Administration					
06 1401	Business Management / Entrepreneurship	C S4		C6		
07 0603	Supervisory Management					
06 0401	Business Technology					
08 0102	Fashion Merchandising				C S2	
06 1401	Mid Management					
08 0705	Retail Merchandising				C S2	
08 1104	Tourism Management (Hospitality)					

OFFICE

07 0101	Accounting Bookkeeping	C 53	C 6	C 53	C 53	D 6
07 0301	Business Data Processing		C 6	C 54		D 6
17 0505	Medical Office Assistant					
07 0604	Legal Office Assistant/Transcription					
22 0103	Legal Assisting					
11 9999	Microcomputing Applications			C 54		
11 9999	Microcomputing Systems & Applications			C 52		
07 0702	Word Processing and Office Reception			C 54	D 6	
07 0305	Computer Programming		C 5	C 53	C 3	
07 0401	Computer Technology and Computer Operation			C 54	D 6	D 6
07 0302	Data Entry and Computer Operation		C 4	C 51		
07 0707	Dental Reception		C 5			
07 0702	General Office, Clerical		C 4	C 52		
07 0606	Information Processing	C 6				
07 0699	Legal Transcription	C 4				
07 0604	Legal Secretarial Technology	C 53	C 6	C 54	D 6	
07 0707	Medical Reception			C 52		
07 0605	Medical Secretarial Technology	C 53		C 54	D 6	
07 0699	Medical Transcription		C 6	C 54		
11 0601	Microcomputer Management		C 5	C 54		
07 0799	Office Systems Technology					
07 0699	Information Processing					
07 0606	Secretarial Technology					
07 0607	Secretary - Stenographer	C 53	C 6	C 53	C 54	D 6
07 0606	Secretary/Transcription		C 6			
07 0801	Word Processing		C 4	C 53		D 6

World Processing
FOOD SERVICE TECHNOLOGY

FOOD SERVICE TECHNICIAN					
20 (0403)	Commercial Food Preparation	(C)	(S2)		
20 (0401)	Kitchen Production Management	(C)	(S4)		
20 (0401)	Manager, Kitchen Supervisor, Trainer		(S4)		

MANAGER/KITCHEN SUPERVISOR

AGRICULTURE					
01 0100	Agricultural Business				
01 0301	Agricultural Technology				
01 0201	Agri Diesel Mechanics				
01 0104	Farm & Ranch				
01 0204	Farm Ag Mechanics Technology				
03 0501	Forestry Technology				
02 0204	Livestock Technology				

ENVIRONMENTAL CONTROL TECHNOLOGIES

[illegible]

HEALTH

17 0406	Child Care Specialist						
17 0101	Dental Assistant Technology						
17 0206	Emergency Medical Technician/Paramedic						
17 0404	Home Health Aide						
17 0401	Human Services						
17 0602	Nurse Assistant (Attendant, Orderly, Aide)						
17 0605	Practical Nurse						
17 0699	Registered Nurse						
17 0808	Certified Occupational Therapy Assistant						
17 0210	Respiratory Therapy Technology						
17 0211	Surgical Technology						

TECHNICAL COMMITTEES

Section 111(g) of P.L. 101-392 requires the State Board to appoint technical committees for the purpose of advising the Board on the development of model curricula to address state labor market needs. These committees shall develop inventories of skills that may be used by the Board to devise state-of-the-art model curricula and provide the type, level of knowledge, and the skills necessary for entry, retention, and advancement in the various occupational areas taught in the state.

Labor market needs analysis in Montana reveals a high demand for health occupation practitioners. The specific areas of **Dental Hygiene** and **Practical Nursing** have been identified as targets for Technical Committee work. In Montana, the sole dental hygiene program (a baccalaureate offering) was recently discontinued, leaving the state with a limited source of dental hygienists at a time when current and projected needs are high. The State Board has designated a specific vocational-technical center as the public higher education institution to proceed with development of an associate degree program in dental hygiene education in the near future. In the area of practical nursing, the State Board has indicated its desire to standardize the curricula throughout the state so that upward mobility in nursing may be enhanced.

The State Board has established procedures for membership, operation, and duration of technical committee activities. These committees, established in consultation with the Montana Council on Vocational Education, shall be comprised of individuals who are representatives of employers in the relevant industry and occupation, appropriate trade and professional organizations, and organized labor, where appropriate.



